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ABSTRACT

Reading and mathematics tests of the New Jersey Minimum Basic Skills Tests were modified to accomodate handicapped students, in order to determine whether or not students would perform better on the modified test forms. Changes were made in the format of the test booklets, answer sheets, and administration instructions to accomodate the following categories of disabilities: communication impaired, mentally retarded, emotionally disturbed, orthopedically handicapped, chronically ill, perceptually impaired, neurologically impaired, multiply handicapped, and socially malajusted. Braille, large-print, or signed versions of the standard test were felt to be appropriate for visually and hearing impaired students. Either the standard or modified versions of the reading and mathematics tests were administered to fourth, seventh, tenth, and twelfth grade students in order to field test the acceptability of the modifications. Results showed that reading test performance was better on the modified version for grades 7, 10, and 12, while there were no significant differences in performance on the mathematics tests at any grade level. Uncluttered test pages and large print appeared to influence performance. (Modified test manuals; sample test items and answer sheets from standard and modified tests; and brief recommendations regarding individualized educational programs are included). (GDC)

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TEST DEVELOPMENT PROCEDURES FOR INCLUDING HANDICAPPED STUDENTS IN NEW JERSEY'S STATE ASSESSMENT PROGRAM

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TEST DEVELOPMENT PROCEDURES FOR INCLUDING HANDICAPPED STUDENTS IN NEW JERSEY'S ASSESSMENT PROGRAM

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Commissioner of Education

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April 1980

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April 1980

Dear Colleague:

This report describes a study conducted by the Office of State Educational Assessment, in conjunction with the Bureau of Special Education, to develop test procedures which accommodate classified students in the New Jersey Minimum Basic Skills Testing Program. The study emphasizes the state's philosophy that all students are entitled to participate in all educational programs.

To fulfill this commitment, we must review our programs to make certain that they are accessible to all students. Our programs must reasonably accommodate special students rather than penalize them because of their differences.

Most states have accomplished a great deal to guarantee that special students are included in the instructional aspects of education. However, there is still much to be done in the area of evaluation. Thus, this report will be reviewed by New Jersey educators and personnel from other states as well.

The results from this project will enhance opportunities for special students. These students who are already included in the instructional components of education can now participate in our evaluation program. We have added a necessary dimension for providing a total, non-isolating educational experience for handicapped students.

Sincerely,

Fred G. Burke
Commissioner

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EXECUTIVE SUMMARY

In the last several years federal laws such as PL 92-142 and Section 504 of the Rehabilitation Act have required including handicapped students in many instructional programs and placing them in non-isolated environments. However, there is still much to be done, especially in the area of state minimum competency testing.

According to a survey sent from the New Jersey Office of State Educational Assessment, only some states have addressed the issues involved in including handicapped students in their programs, and no state has reformatted their tests (except for brailled and audio tests) to accommodate handicapped students.

The New Jersey Board of Education adopted a code change which requires that all handicapped students take the New Jersey Minimum Basic Skills (MBS) tests unless their IEP's exclude them. The MBS tests are given to all New Jersey public students in grades three, six, nine and eleven annually.

In anticipation of this code adoption, a committee was formed composed of special education and testing experts. Committee members reviewed all tests and decided that they were not appropriate instruments for testing handicapped students. In order to make necessary alterations, the committee developed modified versions of the test. The modified tests remained content pure, but format, procedures, settings and answer modes were changed.

A field test was conducted in October 1979 to ascertain if the modified tests were more appropriate than the standard tests for testing special students. A representative sample of handicapped students from nine classifications were tested with either the modified or standard versions of the test in reading and math at four grade levels.

The results of the field test demonstrated that the only test modification which appeared to influence student performance was the large print modification. In addition, administrator comments about field test administrations were analyzed to discern if other modifications influenced the handicapped student's ability to take the test.

The combination of teachers comments and field test data resulted in a list of suggested recommendations which could be used to: adapt the tests to accommodate handicapped students, review IEP's for inclusion/exclusion determination, extend research efforts in this area.

INTRODUCTION

Great strides have been made in the last several years to accomodate handicapped students in all educational programs. However, there is still much to be done, especially in the area of state minimum competency programs.

Since the inception of the New Jersey Minimum Competency Program, all public school students in grades three, six, nine and eleven have been administered Minimum Basic Skills (MBS) Tests in reading and math annually. Until this year, handicapped students were not required to participate in the testing program. On November 8, 1979 a state code was adopted (6:39-1.5) which requires that all handicapped students take the tests unless their Individualized Education Programs exempt them.

In anticipation of this code adoption (6:39-1.5) the Office of State Educational Assessment, in conjunction with the Bureau of Special Education, developed modified MBS tests to accommodate handicapped students. The tests remained content pure but procedures, guidelines, test design, answer modes and settings were changed. To determine if these modified tests are actually more suitable for testing handicapped pupils than the standard tests, a field test was conducted with a representative sample of each of the nine categories of special students.

This report describes the background and rationale for the project, the test development process, the field test administration, the field test results, and the outcome recommendations for accommodating handicapped students included in state testing programs.

BACKGROUND

In the last several years legislation (PL 94-142 and Section 504 of the Rehabilitation Act of 1973) has been passed which requires accommodation of handicapped students in school programs. Classified students may no longer be placed in restrictive, isolated situations; rather, educators must now integrate these students in regular programs whenever possible.

To date, much has been accomplished to ensure a total, non-separate education for the handicapped student. However, there still exist instructional areas in which the status of handicapped students is ill-defined. This is especially true in state assessment programs.

As an initial step in accommodating handicapped students in the New Jersey statewide testing program, the Office of State Educational Assessment developed a questionnaire to determine the status of handicapped students in each state's testing program (January 1980). All states and the District of Columbia responded to the inquiry. The responses indicate that most states do not systematically address the issue of inclusion of handicapped students in their programs, and only a minority of states actually has developed guidelines to accommodate the special student. Furthermore, the only actual test format modifications implemented by state programs were changes in levels of content (functional level), brailling of tests or development of audio versions of tests. No state has actually re-formatted the entire test to specifically address the test taking problems of special students.

Rosewater (1979) confirmed the questionnaire findings. She indicates that although minimum competency programs are being initiated in many states, policies associated with the programs focus only on the regular student. Further, she states, "One cannot assume that minimum competency programs

designed for non-handicapped students are appropriate for handicapped students."

New Jersey Department of Education began its minimum competency program as a result of legislation enacted by Governor Brendan T. Byrne (PL 1976, Ch. 97). Until this year, handicapped students were not required to participate in the program. However, on November 8, 1979, the following amendment to the New Jersey Administrative Code was adopted by the State Board of Education:

6:39-1.5 Exclusion of pupils

(a) Any pupil who has been classified as handicapped pursuant to N.J.S.A. 18A:16-1 et seq. shall participate in the testing program unless specific exemption from participating in this program is provided within that pupil's Individualized Education Program (N.J.A.C. 6:28-1.8 eq seq.)

Many classified students previously excluded from the program are now included. Thus, it is incumbent upon the Department to make certain that MBS tests do not penalize the handicapped student because of his/her impairment.. Federal legislation mandates this accommodation.

Section 504 of the Rehabilitation Act of 1973 states, "Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills (except where those skills are the factors that the test purports to measure)."

In anticipation of the code adoption and because of federal mandates, the Office of State Educational Assessment initiated a test development project for testing handicapped students. New Jersey's test development project focused on reformatting the manuals, tests and answer sheets to

accommodate handicapped students who would now be included in the MBS Testing Program.

A pilot study conducted by Joyce Boose and Noreen Gallagher of the Bureau of Special Education (August 1978) compared the performance of handicapped students on the New Jersey assessment instrument with the performance of non-handicapped students. This study provided the project with Administrator comments regarding MBS procedural and test format problems encountered by special students when taking the test. These comments established the framework for the present project.

TEST DEVELOPMENT PROJECT

In order to develop appropriate tests and help districts implement the code change, a committee composed of four special education experts from the New Jersey Department of Education, Bureau of Special Education, Joyce Boose, Dr. Pat Brady, Noreen Gallagher, John Waller and three test and measurement specialists, Lydia Greenberg, Ann Marie Russo and Hannah Druger from the New Jersey Department of Education, Office of State Educational Assessment, met over a five month period. The Committee reviewed the MBS Tests to determine if the test manuals and answer sheets were appropriate for handicapped students.

A preliminary review of the standard MBS tests revealed that administration procedures, test formats and answer modes were not suitable for special students. The committee concluded that to administer the MBS Tests without adaptations would penalize many handicapped students.

The committee believed that they could develop a standardized adapted MBS test which would remain content pure and address the test taking problems involved in assessing handicapped students. They felt that the newly formatted test would accommodate the needs of nine of the eleven categories of classified students recognized by New Jersey: communication impaired, mentally retarded, emotionally disturbed, orthopedically handicapped, chronically ill, perceptually impaired, neurologically impaired, multiply handicapped and socially maladjusted.

Two classifications, visually and hearing impaired were approached differently. It was the consensus of the committee that these two types of classified students did not require a test format change because a brailled, large print or signed test would address their particular problems.

Committee members made manual changes, test format changes and answer sheet changes. They also developed supplemental materials to accompany the tests. The rest of this section describes these changes and adjunct materials.

Manual Changes for the Modified Test

When examining the existing manuals, the committee found that oftentimes manual directions and administration procedures would hamper the classified pupil if not changed. Time allotments, answer modes, test settings and example presentations had to be adapted so that the special student would be assessed on mastery of basic skills without being penalized by his/her impairment. The following changes were incorporated into the modified manual:

1. An informational page asking for name, sex, date of birth, etc. is usually completed by the student. In the modified manual the administrator is asked to complete this page.

2. Although the MBS Tests are not speeded instruments, time allotments for sections are written into directions. In the modified manual time limits are extended (approximately twice the time allotted). The teacher is also asked not to mention any time limit. Students are told that the teacher will stop the test after a while.

3. The MBS Test contains a General Information Question Section which asks for specific student background information. On the standard MBS Test, the students answer these questions. On the modified tests, the questions are answered by the administrator.

4. The committee developed codes to identify students by classification. These codes are filled in by the administrator.

5. During regular MBS testing, only third graders are given a practice test one or two weeks before testing. Practice tests were developed for classified students at four grade levels. All administrators were told to administer a practice test to special students included in the testing, one to two weeks before actual MBS testing.

6. Students taking the standard MBS Test use scratch paper for computing. The modified tests are formatted to provide enough space surrounding math problems so that students can work out problems directly in their test booklets.

7. Examples of items in standard MBS Tests are read to students verbatim once. In the modified manual, examples may be written on the blackboard. Test administrators have the option of re-doing examples on the board. Specific cues for repeating the examples are provided.

8. Three or four sections, depending on the test are administered in a regular MBS test administration session. Only one test section of the modified test is administered each day.

9. During standard MBS test administrations, students are tested in a classroom setting. Students taking the modified version may be tested alone or in small group settings.

10. The test administrator for the standard test could be any teacher or administrator in the school. The modified version suggests that the administrator be someone who is familiar with the student(s).

11. Students taking the standard MBS test must use a #2 pencil. Students taking the modified test may use a thick pencil.

12. Students taking the standard MBS Test must answer by darkening the appropriate answer bubble on the answer sheet. Students taking the modified test, who cannot transfer answers to the answer booklet, may darken the bubble directly in the booklet. All answer choices are preceded by a letter in a bubble (see modified test booklet page in Appendix A).

13. All standard MBS Test booklets and answer sheets are labelled by grade level, three, six, nine and eleven. The modified tests are labelled with letters A, B, C and D so as not to confuse classified students who may be in non-graded classes.

14. Students taking the standard MBS Tests must place all answers on answer sheets. If a student taking the modified test cannot transcribe answers or usually answers questions orally in class, rather than in writing, he/she may answer test questions orally.

A modified manual containing all procedural changes can be found in Appendix A.

Test Format Changes for the Modified Tests

After adjusting the manual, the committee reviewed each test item for placement and spacing alterations. The test format changes made were:

1. An arrow was placed in the right hand corner of the page pointing to the next page, instead of just the words, "Go on to next page."

2. Letters before item choices were placed in the same size bubbles as those in the answer booklet to provide consistency from test booklet to answer booklet.

3. Print size of all items was enlarged.

4. Dark lines were placed between items.

5. All items, when possible were put into cells (boxes).

6. All items when possible, were placed in the middle of the cell to provide more surrounding space and eliminate clutter.

7. Computation items were not centered. This left room for computing problems directly in the test booklet.

8. Stop signs which signal the end of a section were enlarged.

9. All answer choices were placed vertically. Consistency of items and placement of answer choices was maintained throughout the test.

10. Questions relating to a picture or passage were placed on the same page as the picture or the passage.

11. Test booklets were labelled A, B, C and D, rather than by grade designation.

12. There was a maximum of six cells per page.

13. The field test items were presented in the same manner as the real test (no big shifts between tests).

14. Figures, such as glossary, index and table of contents were realistically represented.

15. Measurement problem pictures were kept to scale. These figures were not enlarged.

Pages from the standard test and the modified test can be found in Appendix A.

Answer Sheet Changes for Modified Test

The committee discussed alternatives for answer sheets, such as a serrating a section of the test book for answers, attaching a page to each page so answers would be imprinted or answering directly in the test booklet. The committee favored an answer mode which would not require a separate answer sheet or booklet; the cost for scoring and developing this type of booklet is prohibitive. Thus, the group developed a separate answer booklet. This answer booklet incorporated the following modifications:

1. Larger answer bubbles were used in the answer booklet than were used on the standard answer sheets.

2. More space was provided between item answer choices.
3. Each test section was placed on a separate answer page in the booklet (section 1 - page 1; section 2 - page 2).
4. The answer booklet format remained consistent for all sections.

A page from the adapted answer booklet and the standard answer sheet can be found in Appendix A.

SUPPLEMENTAL MATERIALS

General Information Questions

To gather as much information as possible about the suitability of these adapted tests for each classification, a list of general information questions was developed. These questions were designed to provide information about student background, student academic level and teacher expectation as they relate to student performance. The committee believed that this information could be used for IEP review. General Information questions can be found on the next page.

GENERAL INFORMATION QUESTIONS

Choose only one answer for each question. Darken in choices on this sheet.

1. Who will administer the test to this pupil?

   (a) Special education teacher
   (b) Regular class teacher
   (c) Resource room teacher
   (d) other (please specify) _____

2. How long has this pupil been classified?

   (a) less than 1 year
   (b) 1 - 2 years
   (c) 3 - 5 years
   (d) over 5 years

3. Does this pupil remain in a special education class for all instruction?

   (a) yes If yes, go on to question 8.
   (b) no

4. Does this pupil go to a resource room for instruction?

   (a) yes
   (b) no

5. If the answer to question 4 is yes, how many hours a day does the pupil spend in the resource room?

   (a) less than 1
   (b) 1 hour
   (c) 2 hours

6. Does this pupil receive math instruction in a regular classroom situation?

   (a) yes
   (b) no

7. Does this pupil receive reading instruction in a regular classroom situation?

   (a) yes
   (b) no

8. What grade level in math would you place this pupil based on other test data, informal or formal evaluations?

   (a) under 8
   (b) 8 - 9
   (c) 10 - 12
   (d) over 12

9. Do you consider this pupil a behavior problem?

   (a) yes
   (b) no

10. Has this pupil taken any standardized test before this administration?

    (a) yes
    (b) no
    (c) I don't know

11. Will this pupil have to use a communication device?

    (a) yes
    (b) no

12. Will this pupil answer orally?

    (a) yes
    (b) no

13. If yes, who will record the pupil's answers?

    (a) Special education teacher
    (b) Regular class teacher
    (c) Resource room teacher
    (d) other (please specify) _____

14. How will this pupil be tested?

    (a) in an individual setting
    (b) in a small group setting (2-8 pupils)
    (c) in a classroom setting (9 or more pupils)
    (d) other (please specify) _____

15. Did this pupil ever attend a residential school?

    (a) yes
    (b) no

16. If you had to decide if this pupil should be excluded from taking the Minimum Basic Skills Tests in the spring would you exclude him/her?

    (a) yes
    (b) no

FIELD TEST

In order to determine if the modified tests were actually more suitable instruments for assessing classified students mastery of basic skills than the standard test, the modified test had to be field tested with a representative sample of handicapped students from nine classifications.

The committee believed that all counties should be contacted and asked to participate in the project. It was also essential that a portion of students participating take the standard version of the test while others take the modified test in reading and math at all four grade levels. It was decided that each student would take only one type of test, modified or standard, in only one subject area, reading or math. The committee suggested that the field test population be evenly distributed so that there were equal numbers of students taking the tests in each classification. If students were assigned in this manner, the field test results would provide information about student performance on the standard and modified tests in reading and math at all grade levels in nine classifications.

A practice test was given to each student taking the modified version two weeks before actual testing. Only third graders taking the standard test participated in a practice test session. Administration procedures for the standard test were kept exactly as in the regular MBS spring test administration. The manuals, test booklets and answer sheets were not changed.

A teacher comment sheet was developed to accompany field test administrations. It was believed that administrator input regarding field test administration sessions and problems associated with administering the standard and modified tests to classified students was of utmost importance

for a successful project outcome. The comment sheet can be found in Appendix B.

Field test dates were set for October 1 - October 31, 1979. Preliminary letters were sent to all counties asking for volunteer schools for the field test.

Sampling Procedures

The entire field test sample population was composed of volunteers. All supervisors of child study from the twenty-one counties in New Jersey were contacted in June 1979 and asked to participate in the October 15, 1979 field test. Supervisors from fifteen of the twenty-one counties volunteered.

In September 1979, a follow-up letter with accompanying data sheet was sent to each supervisor asking for the number of children to be tested in each classification at each grade level. When all data sheets were returned, the targeted population consisted of 1,583 students at four grade levels from all classifications. A list of test coordinators, counties and schools who participated in the field test can be found in Appendix B. As mentioned before, the standard MBS tests are administered in the spring to all third, sixth, ninth and eleventh grade students. Since our field test took place in the fall, our volunteer population was drafted from grades four, seven, ten and twelve. This ensured appropriate grade level testing.

Please keep in mind that many of the classified children included in our sample might have been excluded from actual test administration by virtue of IEP exemptions. Unfortunately, at the time of field testing, Individualized Educational Programs had not yet been updated to include MBS inclusion/exclusion determinations. Thus, we were not able to distinguish which students would ordinarily be included in our program from those who would be excluded.

Our next step was to assign students to test groups. Students at each grade level were assigned to either the modified or standard test version in

the math or reading subject area. Each student took only one test, either reading or math. There were four possible group assignments at each grade level for a total of sixteen group assignments. Table 1 depicts a matrix of the possible test placements at each grade level:

TABLE 1

GRADES	SUBJECT	TEST VERSION
4, 7, 10, 12	Mathematics	Standard
4, 7, 10, 12	Mathematics	Modified
4, 7, 10, 12	Reading	Standard
4, 7, 10, 12	Reading	Modified

Some factors had to be considered when assigning students. Thus, assignments were not completely random. The factors which influenced assignments were:

--At times one administrator was responsible for testing all students in a district or school. In these cases, the entire population was given one form of the test. It was felt that a test administrator seeing more than one test format might favor one over the other and bias the results. Also the time involved in becoming familiar with more than one manual was too much of a burden for any one administrator.

-- In a few cases, the coordinator was not able to provide names of test administrators in each grade level. Consequently, the entire grade was assigned the same form of the test.

-- When possible, students were randomly assigned to test versions; however, we purposely assigned more students to the modified test groups. We already had teacher comments about the standard test from the pilot study and wanted to receive as much administrator comment input as possible about the modified test version.

-- We attempted to assign students so that they would be evenly distributed by classification in all skills. For example, our aim was to have the same number of emotionally disturbed students in each of the four test groups at each grade level. Unfortunately, we were not able to accomplish this. Firstly, we were dependent on the volunteer population and composition of our sample could not be manipulated to accommodate test groupings. Secondly, some classifications, such as communications handicapped, orthopedically handicapped and multiply handicapped comprise a small portion of New Jersey's entire handicapped population so, at times, the number of volunteer students in those classifications was small.

In New Jersey, there are approximately 10,000 handicapped public school students in grades four, seven, ten and twelve. Our final sample population was 920. Table 2 depicts the original targeted population and the final actual sample population. Through attrition, we lost forty-two percent from our original population. Possible reasons for the loss from the original sample are:

-- School strikes in two of the schools volunteering for the study took place at the time of the field testing.

-- After examining the materials, some administrators refused to give the tests to their students because they felt the instruments were content inappropriate for their classes.

-- Some schools overestimated the number of students available for testing. Thus, less students than estimated were tested.

-- Some schools did not realize the time necessary for testing and were not able to participate.

We are confident that although at times test group assignments had to be adjusted and our total sample is a volunteer one, the sample is characteristic

TABLE 2

THE TABLE BELOW REPRESENTS THE BEFORE TESTING TARGETED POPULATION, THE ACTUAL SAMPLE POPULATION BY GRADE, SUBJECT AREA AND TYPE OF TEST. THE TABLE ALSO INCLUDES ATTRITION PERCENTAGES.

Grade	Subject Area	Test Version	Before Testing Targeted Population	Actual Sample	Attrition Percentage
4	Reading	Modified	139	107	.23
4	Reading	Standard	68	45	.34
4	Math	Modified	161	84	.48
4	Math	Standard	71	46	.35
7	Reading	Modified	115	88	.24
7	Reading	Standard	58	21	.64
7	Math	Modified	116	70	.40
7	Math	Standard	83	68	.18
10	Reading	Modified	139	72	.48
10	Reading	Standard	69	38	.45
10	Math	Modified	128	72	.44
10	Math	Standard	83	59	.29
12	Reading	Modified	90	43	.52
12	Reading	Standard	89	24	.73
12	Math	Modified	85	38	.55
12	Math	Standard	89	45	.50
Total Number of Students Across All Grade	All Subjects	All Tests	1583	920	.42 +

of the state's handicapped student population. However, we feel that we cannot generalize about particular classifications because of the small numbers tested in each classification nor can we generalize to only those students who will be included in actual MBS testing by IEP determination. Rather, our statements, conclusions, and recommendations refer to the testing of New Jersey handicapped students as an entire population group.

Test Administration Procedures

Workshops were held for all test coordinators. Information about test administration procedures were presented, but the actual changes or differences between tests were not discussed. The administrators were aware that there were sixteen possible test forms but did not know which ones they would be asked to administer. The workshop meetings provided general information about the project's purpose, types of test materials, and descriptions of supplemental sheets (comment sheet, general information questions). The coordinators were asked to hold mini pre-administration meetings with the volunteer test administrators in their counties. It was stressed that manuals must be read prior to testing so that administrators would be familiar with procedures and test administrations would be standardized.

Test materials were packaged and sent to coordinators for distribution. The test packages included all materials necessary for testing, supplemental sheets, a list of sequential steps to follow when administering the tests and return post-paid envelopes. When an administrator completed testing, he/she mailed answer booklets or answer sheets to the Office of State Educational Assessment. Completed answer sheets and booklets were processed and computer print-outs analyzed.

Discussion of Test Results

Means and standard deviations were calculated for each test at each grade level by subject matter for the entire sample and for each classification separately. Student's two sample t-test was used to determine if the student performance on the modified test was significantly different from student performance on the standard version.

Differences in students performance between the modified version and the standard version of the minimum basic skills are depicted in Table 3 for the math tests and Table 4 for the reading tests.

When examining the tables, it appears that the test modifications for the math tests did not influence test results. On the other hand, in the area of reading handicapped students performed significantly better on the modified test version than on the standard test in three out of four grade level tests: seven, ten and twelve. There were no significant differences on the fourth grade reading test.

The passing scores for the MBS Tests are seventy-five in reading and sixty-five in math. Figures one and two represent handicapped field test sample mean scores compared to mean scores of student total population tested during regular MBS testing, spring 1979. These comparisons show that handicapped students scored lower on all tests than non-handicapped students. However, the level of performance was not a factor considered in this particular project, rather the differences in handicapped student performance on the two test versions, modified and standard, were the essential factors.

It should be noted that Tables 5 and 6 demonstrate significant differences in performance for particular classifications by subject area. However, in most cases the number of pupils is small and generalizations from this sample to the total student population in the classification should be done with caution. The data indicate that in reading, at the seventh grade mentally

TABLE 3

Math Test

THIS TABLE DEPICTS STUDENT PERFORMANCE ON THE MATH TEST BY GRADE LEVEL, ASSIGNED TEST (MODIFIED OR STANDARD VERSION), NUMBER OF STUDENTS TAKING THE TEST, SAMPLE MEAN, STANDARD DEVIATION AND STUDENT t. THERE WERE NO SIGNIFICANT DIFFERENCES IN STUDENT PERFORMANCE ON ANY MATH TEST.

Grade	Assigned Group	Number of Students	Sample Mean (raw score)	Standard Deviation (raw score)	t
4	Standard Version	46	41.46	18.69	- 1.75
4	Modified Version	84	47.79	21.55	- 1.68
7	Standard Version	68	29.13	16.74	- 1.08
7	Modified Version	70	32.13	15.91	- 1.08
10	Standard Version	59	40.32	16.11	0.18
10	Modified Version	72	39.79	17.57	0.18
12	Standard Version	45	46.22	20.62	0.61
12	Modified Version	38	43.71	16.72	0.60

28

*p < .05

**p < .01

29

TABLE 4

Reading Test

THIS TABLE DEPICTS STUDENT PERFORMANCE ON THE READING TESTS BY GRADE LEVEL, ASSIGNED TEST, (MODIFIED OR STANDARD VERSION), NUMBER OF STUDENTS TAKING THE TEST, SAMPLE MEAN, STANDARD DEVIATION AND STUDENT t. THERE WERE SIGNIFICANT DIFFERENCES BETWEEN STUDENT PERFORMANCE ON THE MODIFIED TEST VERSION AND STUDENT PERFORMANCE ON THE STANDARD TEST VERSION AT THREE GRADE LEVELS, 7, 10 and 12.

Grade	Assigned Group	Numbers of Students	Sample Mean (raw score)	Standard Deviation (raw score)	t
4	Standard Version	45	61.73	23.59	1.52
4	Modified Version	107	55.38	23.55	1.52
7	Standard Version	21	36.38	17.09	- 2.89**
7	Modified Version	88	48.23	15.94	- 3.02**
10	Standard Version	38	36.24	17.18	- 2.51**
10	Modified Version	72	45.49	20.47	- 2.38**
12	Standard Version	24	46.63	20.50	- 2.37*
12	Modified Version	43	60.70	27.51	- 2.19*

* P <.05

** P <.01

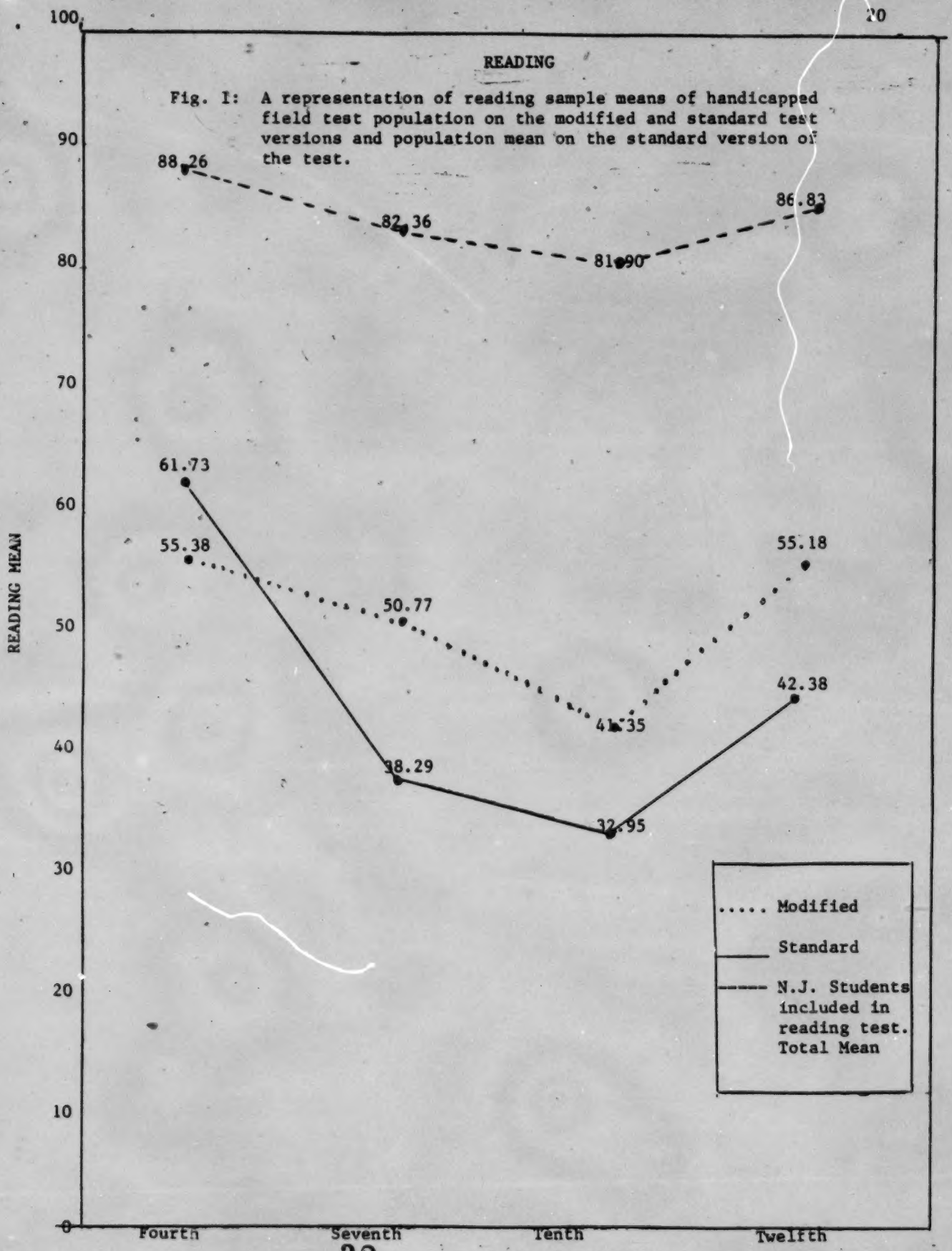


Fig. I: A representation of reading sample means of handicapped field test population on the modified and standard test versions and population mean on the standard version of the test.

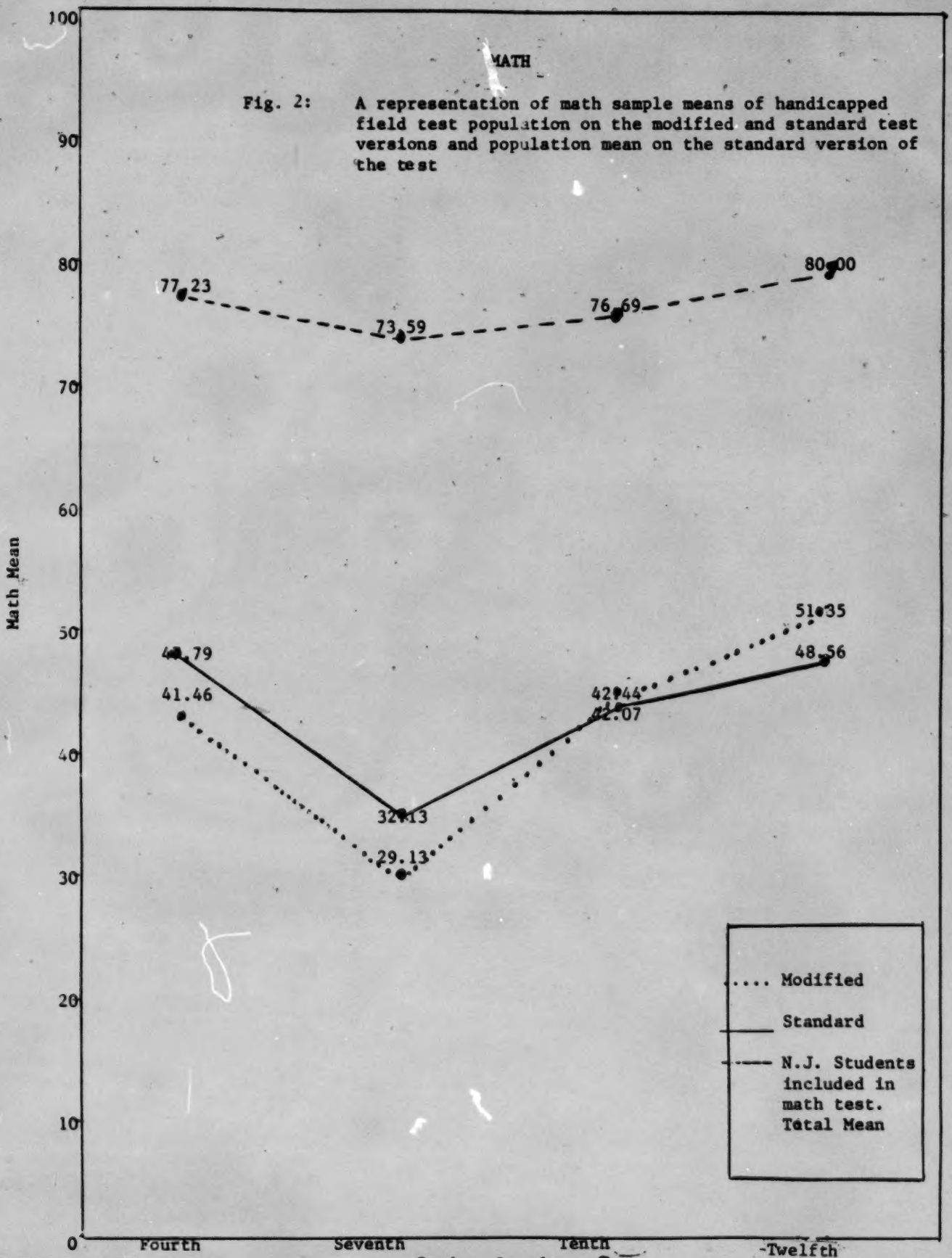


Fig. 2: A representation of math sample means of handicapped field test population on the modified and standard test versions and population mean on the standard version of the test

TABLE 5

Reading

STUDENT PERFORMANCE IN READING BY CLASSIFICATION, ASSIGNED TEST VERSION, NUMBER OF STUDENTS TESTED, SAMPLE MEAN, STANDARD DEVIATION AND STUDENT t. SIGNIFICANT DIFFERENCES IN PERFORMANCE ARE OBSERVED AT 7TH GRADE FOR MENTALLY RETARDED AND NEUROLOGICALLY IMPAIRED STUDENTS. BOTH GROUPS PERFORMED BEST ON THE MODIFIED VERSION.

Grade	Classification	Assigned Group	Number of Students	Sample Mean (raw score)	Standard Deviation (raw score)	t[a]
4	Emotionally Disturbed	Standard Version	7	41.43	24.80	- 1.67
		Modified Version	13	60.31	22.70	- 1.72
4	Perceptually Impaired	Standard Version	13	60.38	24.64	.068
		Modified Version	21	59.81	22.52	.07
4	Neurologically Impaired	Standard Version	19	68.58	21.52	1.56
		Modified Version	50	59.24	24.16	1.48
7	Mentally Retarded	Standard Version	10	25.20	5.65	- 4.68 **
		Modified Version	36	38.17	12.70	- 3.12
7	Perceptually Impaired	Standard Version	6	51.67	19.15	.19
		Modified Version	15	50.07	14.22	.21
7	Neurologically Impaired	Standard Version	3	29.67	5.69	- 7.02 **
		Modified Version	24	57.25	10.56	- 4.39
10	Mentally Retarded	Standard Version	23	31.26	13.95	- 1.04
		Modified Version	37	35.49	17.21	- .99
10	Emotionally Disturbed	Standard Version	4	46.00	33.50	- .28
		Modified Version	8	50.88	14.00	- .37
10	Perceptually Impaired	Standard Version	3	52.33	16.01	- .26
		Modified Version	12	55.33	23.22	- .21
10	Neurologically Impaired	Standard Version	6	40.33	12.82	- 2.71
		Modified Version	10	59.80	15.60	- 2.57
12	Mentally Retarded	Standard Version	9	34.22	15.68	- .46
		Modified Version	15	37.27	15.78	- .46

[a] In many instances, because the sample sizes were so small, the t statistic is not meaningful.

* P < .05
** P < .01

TABLE 6

Math

STUDENT PERFORMANCE IN MATH BY CLASSIFICATION, ASSIGNED TEST VERSION, NUMBER OF STUDENTS TESTED, SAMPLE MEAN, STANDARD DEVIATION AND STUDENT t. SIGNIFICANT DIFFERENCES IN PERFORMANCE ARE OBSERVED FOR FOURTH GRADE MENTALLY RETARDED STUDENTS, THIS GROUP PERFORMED BETTER ON THE MODIFIED VERSION THAN THE STANDARD VERSION. SEVENTH GRADE EMOTIONALLY DISTURBED STUDENTS DEMONSTRATED SIGNIFICANTLY BETTER PERFORMANCE ON THE MODIFIED VERSION THAN ON THE STANDARD VERSION; HOWEVER, SEVENTH GRADE PERCEPTUALLY IMPAIRED STUDENTS PERFORMED BETTER ON THE STANDARD VERSION THAN ON THE MODIFIED VERSION.

GRADE	CLASSIFICATION	ASSIGNED GROUP	NUMBER OF STUDENTS	SAMPLE MEAN (raw score)	STANDARD DEVIATION (raw score)	t[a]
4	Mentally Retarded	Standard Version	11	24.73	9.09	-3.85**
		Modified Version	11	43.55	13.44	3.85
4	Emotionally Disturbed	Standard Version	9	50.22	21.68	1.14
		Modified Version	15	40.20	19.17	1.18
4	Perceptually Impaired	Standard Version	3	43.67	19.43	- .92
		Modified Version	23	55.22	27.35	- .70
4	Neurologically Impaired	Standard Version	20	44.50	16.62	- .64
		Modified Version	28	47.82	19.36	- .62
4	Multiply Handicapped	Standard Version	3	54.00	18.52	- .37
		Modified Version	3	60.00	21.00	- .37
7	Mentally Retarded	Standard Version	11	18.27	10.11	- .50
		Modified Version	8	21.00	12.78	- .52
7	Emotionally Disturbed	Standard Version	9	24.56	11.72	-3.83**
		Modified Version	6	48.67	12.10	-3.86**
7	Perceptually Impaired	Standard Version	19	46.37	16.44	3.24**
		Modified Version	24	32.25	10.73	3.40
7	Neurologically Impaired	Standard Version	18	26.05	8.08	.23
		Modified Version	11	24.50	20.50	.28
7	Socially Maladjusted	Standard Version	11	19.00	14.98	-1.53
		Modified Version	9	29.56	15.67	-1.54
10	Mentally Retarded	Standard Version	7	24.00	5.60	-1.32
		Modified Version	15	28.27	9.41	-1.10
10	Emotionally Disturbed	Standard Version	28	46.79	17.83	.18
		Modified Version	13	45.77	15.97	.18
12	Mentally Retarded	Standard Version	7	30.86	10.64	- .18
		Modified Version	10	31.80	9.92	- .19
12	Perceptually Impaired	Standard Version	11	38.90	8.47	.009
		Modified Version	6	38.83	19.04	.012

*P ≤ .05
**P ≤ .01

[a] In many instances, because the sample sizes were so small, the t statistic is not meaningful.

retarded and neurologically impaired students performed better on the modified test than on the standard test. In math, fourth grade mentally retarded students and seventh grade emotionally disturbed students performed better on the modified version than on the standard version. On the other hand, seventh grade perceptually impaired students performed better on the standard version than on the modified version.

GENERAL INFORMATION QUESTIONS

Test administrators answered sixteen general information questions about each student tested (actual questions can be found on page 10). A one way analysis of variance and Duncan's Multiple Range Test were used to determine if there were significant differences in student performance relative to response choices for each question. Tables 7, 8, 9, and 10 depict the mean scores for students according to question response for the basic questions which demonstrated significant differences in performance. Means with the same letter are not significantly different. Means with different letters are significantly different. Of the 16 questions asked, only four showed siginficant differences (questions three, eight, ten and sixteen). The other questions showed no differences or differences which were inconsistent.

Discussion

Four factors may make a difference in student performance as demonstrated by responses to the general information questions. In grades four and seven, children who remained in special education classes all day did not perform as well as children who did not remain in special education class in both reading and math. On the other hand, students who remained in self contained special education class performed better than those who did not on the twelfth grade reading test.

When administrators were asked to pinpoint placement of students by grade level, the students performed better when they were placed at the higher grade levels. On all tests in all subject areas, students who were seen as functioning at the lowest grade level did not perform as well as those placed

TABLE 7

STUDENT PERFORMANCE AS SHOWN BY RESPONSE TO QUESTION 3, "DOES THIS PUPIL REMAIN IN SPECIAL EDUCATION CLASS FOR ALL INSTRUCTION?" IS DEPICTED IN THIS CHART. MEAN SCORES ARE GIVEN FOR EACH TEST BY RESPONSE. MEANS WITH THE SAME LETTER ARE NOT SIGNIFICANTLY DIFFERENT.

	TEST							
	FOURTH GRADE		SEVENTH GRADE		TENTH GRADE		TWELFTH GRADE	
RESPONSE	Reading	Math	Reading	Math	Reading	Math	Reading	Math
YES 1	52.60 (B)	37.43 (B)	43.41 (B)	26.86 (B)	43.00** (A)	42.80** (A)	59.44 (A)*	47.37 (A)
NO 2	68.26 (A)*	60.29 (A)*	49.95 (A)*	40.75 (A)*	39.28 (A)	35.67 (A)	41.85 (B)	43.28 (A)

*significantly higher performance

**no significant difference

Letters in parenthesis depict mean differences.

Means with different letters are significantly different.

TABLE 8

STUDENT PERFORMANCE IS SHOWN BY RESPONSE TO QUESTION 8, "WHAT GRADE LEVEL IN READING/MATH WOULD YOU PLACE THE PUPIL BASED ON OTHER TEST DATA, INFORMAL OR FORMAL EVALUATIONS?" MEAN SCORES ARE GIVEN FOR EACH TEST BY RESPONSE. MEANS WITH THE SAME LETTER ARE NOT SIGNIFICANTLY DIFFERENT.

		TEST							
		FOURTH GRADE		SEVENTH GRADE		TENTH GRADE		TWELFTH GRADE	
	RESPONSE	Reading	Math	Reading	Math	Reading	Math	Reading	Math
FOURTH GRADE	K-1	37.44 (C)	20.81 (C)						
	2-3	64.49 (B)	40.29 (B)						
	4-5	84.35 (A)*	63.94 (A)*						
	over 5	93.67 (A)*	60.20 (A)*						
SEVENTH GRADE	under 3			36.52 (C)	20.68 (C)				
	4-5			55.93 (B)	35.88 (B)				
	6-7			68.25 (B)(A)	37.91 (B)				
	over 7			91.00 (A)*	55.17 (A)*				
TENTH GRADE	under 6					41.55 (B)	32.86 (C)		
	7-8					64.67 (A)*	51.83 (B)		
	9-10					80.50 (A)*	56.33 (B)		
	over 10						87.00 (A)*		
TWELFTH GRADE	under 8							43.48 (B)	38.79 (B)
	8-9							77.67 (A)*	53.56 (A)*
	10-12							93.50 (A)*	60.58 (A)*
	over 12								44.33 (B)(A)

ignificantly higher performance
o significant difference

TABLE 9

STUDENT PERFORMANCE IS SHOWN BY RESPONSE TO QUESTION 10,
"HAS THIS PUPIL TAKEN ANY STANDARDIZED TEST BEFORE THIS ADMINISTRATION?"
MEAN SCORES ARE GIVEN FOR EACH TEST BY RESPONSE.
MEANS WITH THE SAME LETTER ARE NOT SIGNIFICANTLY DIFFERENT.

	TEST							
	FOURTH GRADE		SEVENTH GRADE		TENTH GRADE		TWELFTH GRADE	
RESPONSE	Reading	Math	Reading	Math	Reading	Math	Reading	Math
YES 1	61.59 (A)*	56.74 (A)*	52.82 (A)*	32.94 (A)*	44.30** (A)	44.74 (A)*	57.56 (A)*	46.95 (A)*
NO 2	50.69 (B)	40.64 (B)	36.50 (B)	22.15 (B)	33.64 (A)	23.50 (B)		33.50 (B)
I DON'T KNOW 3	52.88 (B)(A)	37.93 (B)	37.37 (B)	26.50 (B)(A)	40.73 (A)	36.48 (B)	34.63 (B)	35.00 (B)

*significantly higher performance

**no significant difference

TABLE 10

STUDENT PERFORMANCE IS SHOWN BY RESPONSE TO QUESTION 16, "IF YOU HAD TO DECIDE IF THIS PUPILS SHOULD BE EXCLUDED FROM THE MINIMUM BASIC SKILLS TESTS IN THE SPRING, WOULD YOU EXCLUDE HIM/HER?" MEAN SCORES ARE GIVEN FOR EACH TEST BY RESPONSE. MEANS WITH THE SAME LETTER ARE NOT SIGNIFICANTLY DIFFERENT.

	TEST							
	FOURTH GRADE		SEVENTH GRADE		TENTH GRADE		TWELFTH GRADE	
RESPONSE	Reading	Math	Reading	Math	Reading	Math	Reading	Math
YES 1	48.48 (B)	31.34 (B)	36.38 (B)	25.37 (B)	36.41 (B)	34.10 (B)	47.08** (A)	43.00** (A)
NO 2	64.61 (A)*	54.30 (A)*	48.49 (A)*	34.25 (A)*	44.52 (A)*	45.17 (A)*	59.69 (A)	46.43 (A)

*significantly higher performance

**no significant difference

in the other categories.

Test results indicate that students who took a standardized test before this administration performed better on reading and math tests at almost all grade levels than students who had never taken a standardized test before this administration. This was true with the exception of tenth grade reading where there was no observed significant differences in performance.

Results demonstrate that when teachers felt students should be included in the MBS testing program, the students performed better than those who the teacher indicated should be excluded. This was true for all tests in reading and math, except for twelfth grade where differences were not significant.

TEST ADMINISTRATORS' COMMENTS

Test administrators involved in this study were most cooperative and responded to the fourteen open-ended questions on the Teacher Comment Sheet included with the test materials. The comment sheet can be found in Appendix B.

Many of the comments were general and apply to both the standard test format and the modified test format. Others relate specifically to the particular test administered.

A review of the comments demonstrated that the content of the test was often not appropriate. According to administrators' comments, when the content was too difficult for the student, test setting, procedural changes and format changes did not seem to make a difference. These students were not able to handle the material in any format.

The comments also indicated that standardized procedures, explained in the manual, were not always implemented. The administrator at times ignored directions because they did not work or he/she did not understand directions in the manual. This was more apparent with the modified test administrators than with the standard version test administrators. Administrators using the modified version oftentimes did not realize that they had the flexibility of allowing student to: answer in the test booklet, answer orally, take the test on an individual basis, or vary session times to accommodate individual needs.

The administrators' comments are divided into the following three sections: general comments which relate to modified and standard tests, comments which relate to only the standard test and comments which are only relevant to the modified test.

General Comments

1. Answer sheets and answer booklets - Many administrators thought that transferring answers from the test booklet to an answer sheet or booklet caused confusion and anxiety. The students often lost their places, filled in more than one bubble for an answer and encountered many difficulties moving back and forth from one place to another. Administrators suggested placing answers directly in test book by circling correct answers, darkening circles a, b, c, d in booklet or answering orally. (It was stated in the experimental test manual that if a student could not use the answer sheet, he/she should answer directly in the test booklet or respond orally. Only two students were tested using these alternatives).

2. Directions - Wording of directions should be simplified. The administrator should be able to paraphrase dictated explanations. Many administrators believe that classified students respond better to an informal presentation than a verbatim presentation.

3. Within Test Directions - Some administrators suggested that all directions in the test book be read aloud to ensure that students understand the task. Some suggested reading math items. Thus, the tests would measure students' math abilities rather than the ability to read directions.

4. Markers - Students often lost their place in booklets and on answer sheets. Some administrators allowed the students to use markers to keep track of items. This helped alleviate this problem.

5. "Make the best guess" - Classified students had problems grasping the concept that they should pick the best choice even if they did not know the answer. A simple way to explain this test taking technique should be developed.

Standard Version - Administrators' Comments

1. Answer sheets - Answer bubbles on answer sheets were too close together.

2. Informational page - Students had difficulty gridding the informational page (name, age, sex, etc.) and became frustrated before the test began. Administrators should pre-grid this part of the answer sheet.

3. Examples - Students need more examples or extension of examples. Administrators should be able to place examples on board.

4. Placement of Items -Surrounding space should be put between items.

5. Test Print - Test should be in larger print.

6. Test Setting - Students should be tested in an individual setting.

7. Practice Tests - A practice test or examples of items should be given to students at all levels before testing. This is especially important for students who have never taken this type of test before.

8. Sessions and Timing - Timing of sessions should be flexible. Some children needed longer periods while others were finished before suggested time limits. Timing of sessions should accommodate students.

9. Item Sequence - Answer sheet item sequence placement should correspond to test book item sequence (left to right placement or verticle placement - consistency).

Modified Version - Administrators' Comments

1. Answer sheets - Bubbles were too large - children wasted time filling in entire space.

2. Practice tests - Practice tests were helpful for most students.

3. Extension of Examples - The "extension of examples" was used by most administrators for one or more examples.

4. Time Limits - Suggested time limits were too long for some students and too short for others.

Summary

Administrators' comments were invaluable for developing guidelines for administering MBS tests to classified students. The booklet, "Guidelines for Including Classified Students in the Minimum Basic Skills Testing Program," can be found in Appendix C.

Many of these suggestions were already incorporated in the modified test version manual; however, we were not able to train all administrators before actual testing so many allowable testing procedures may not have been followed. Many of the comments and suggestions will be incorporated into the regular MBS tests.

CONCLUSIONS

The purpose of this research project was to determine if handicapped students perform better on a modified test adapted to accommodate them in the New Jersey State Testing Program than on the standard New Jersey Minimum Basic Skills tests. Although handicapped students did not perform as well as the regular student population in reading or math on either version, some significant differences in performace on the modified and standard test versions were observed. Handicapped students involved in the field test performed significantly better on the modified version of the reading test in three out of four grades, seven, ten and twelve. There was no significant differences in student performance on the math tests at any grade level. Some explanations for these results are:

1. The standard version of the MBS math test is not as cluttered as the standard version of the MBS reading test. The items on the math test are basically number problems which are incorporated in cells with adequate surrounding space. The only changes made on actual math tests were rearranging item numbers for consistency, enlarging size of numbers and enlarging charts. The format changes on the math test were not as extensive as those made on the reading tests.

2. The standard reading test is very cluttered; the print is very small (at all grade levels except for fourth grade); the items are not sequentially placed, stories are placed on the flip page from the items; and sections of the test are separated in a confusing manner. The greatest test format changes were made on the reading tests.

3. The standard MBS fourth grade reading test is already formatted in large print. The answer sheets are divided by sections and the bubbles are larger than those on the standard answer sheets for other grades. Thus, the fourth grade test format was changed only slightly.

We cannot assume, as seen from the teacher comments, that manuals and procedures were standarized or stringently followed. But, since the procedural guidelines, manuals and answer booklets were the same for the reading and the math modified versions, we would have to conclude that the manual changes and answer modes did not account for differences in performance on the reading

tests. Rather, it appears that the differences must be attributed to test format changes, such as uncluttered pages and large print. A study conducted involving testing of handicapped students in Florida substantiates this conclusion (1979).

RECOMMENDATIONS

This research is seen as a first attempt to discern test modifications which will accommodate the handicapped student in state testing programs. The results provide concrete evidence that specific modifications do make a difference when testing handicapped students. Test administrator comments regarding the standard and modified versions provide direction for finding new ways to adapt our tests to include handicapped students in testing programs without penalizing them because of their impairments. The following is a list of recommendations that should be considered when writing guidelines or adapting tests for handicapped students:

Test Modifications

1. Tests for handicapped students should be printed in large print on uncluttered pages.

2. The student should be tested individually, if he/she needs many administration adaptations. If at all possible, the administrator should be someone who is familiar with the student.

3. Identifying information and general information should be pre-gridded by the administrator.

4. If the student cannot transfer the answer to the answer sheet, he/she should be able to record the answers directly in the test booklet. (In all cases, when the student does not answer on the computer answer sheet, the administrator should be responsible for entering the student's answers on the answer sheet.)

5. The student should be able to answer questions orally, if he/she uses this response mode to answer test questions in the classroom.

6. The students should be able to use a communication device if he/she usually uses the device to communicate in the classroom (an abacus or calculator cannot be used). This should be determined before testing so that necessary devices will be in working order and available.

7. Test administrators should be able to repeat directions or re-explain examples, if not understood.

8. Administrators should be able to re-word directions for clarity as long as the re-wording does not change the nature or intent of the item.

9. Administrators should be able to read directions written in the test to the student.

10. If necessary, sessions should be extended beyond suggested time limits. Time segments should be regulated to accomodate the student, giving parts of sections or providing frequent breaks should be acceptable procedures. A child should not be penalized because of stringent time limits.

11. Students should be able to use a mask (paper used to cover parts of the test) or marker to block off an item to keep his/her place on the page.

12. Students should be given a practice test one or two weeks prior to actual testing to familiarize them with test taking techniques.

Reviewing Individualized Education Programs

Responses to the General Information Questions pinpointed better student performance on four questions relative to response choice. These following variables should be considered by child study teams when reviewing students' IEP's for inclusion/exclusion in the MBS testing program determinations.

1. Handicapped students who have taken standardized tests seem to perform better than students who have not taken standardized tests.

2. Handicapped students in elementary and intermediate grade levels who remain in self-contained special education classes for all instruction do not perform as well as students who do not remain in special education classes for all instruction.

3. Teacher opinion should be considered when making IEP determination. When teachers feel their students are functioning at a level two or more years below the content level of the test, it may be a reliable indicator of their candidacy for exclusion from testing.

Recommendations for Other Research Projects

This project was quite extensive and definitely resulted in findings which will be useful in writing test guidelines, developing appropriate test instruments and reviewing IEP's for New Jersey's handicapped students. It achieved its purpose of ensuring that handicapped students are included in New Jersey's testing program in a suitable manner. However, it is felt that there is still much to be done. It is hoped that New Jersey will continue to review the MBS tests to ascertain what affect test procedures

or formats are having on handicapped students and that research efforts in this area are extended beyond this project. The following is a list of recommendations for future research regarding development of procedures for testing handicapped students:

1. In all future experiments, tests should be administered to students by trained test administrators.

2. Modifications found to cause better performance should be field tested with a representative sample of students from the regular population. Non-handicapped students might benefit from our research findings.

3. During regular MBS testing, a comment sheet asking for information about test administrations should be sent to all test examiners testing handicapped students. This would extend our experiment, and these comments could substantiate or refute our findings.

4. Research in this area should be accelerated. To date, there exists little research information about test modifications for handicapped students.

APPENDIX A

Modified Test Manual

Page from Standard Test

Page from Modified Test

Standard Answer Sheet

Modified Answer Booklet Page

YOUR SCHOOL CODE IS ☐☐☐☐☐ Your class code is ☐☐ 40

EXAMINER'S MANUAL

MATHEMATICS FIELD TEST

FORM D

Minimum Basic Skills Assessment Test

New Jersey Educational Assessment Program

Please read this manual carefully and follow all directions exactly. To ensure valid results, test administrators should be familiar with test materials and should not deviate from specified instructions. If you have any questions about the information in this manual, please call Lydia Greenberg, Testing Coordinator at 609-292-1532.

NEW JERSEY DEPARTMENT OF EDUCATION

State of New Jersey

DEPARTMENT OF EDUCATION

225 WEST STATE STREET

P. O. BOX 2019

TRENTON, NEW JERSEY 08625

DIVISION OF OPERATIONS, RESEARCH, AND EVALUATION

Dear Colleague:

This is a field test of the New Jersey Minimum Basic Skills Tests which are being administered to handicapped students throughout the state. We would like to extend our thanks for your participation in this project. We feel that the results from this test will impact on handicapped students in many areas of education.

In order to ensure valid information and results from this field test, we must emphasize the importance of adhering to the manual directions. Any deviations should be recorded on the Administrators Comment Sheet.

The Administrators Comment Sheet will be invaluable when we evaluate the test results. Please review this sheet before the test administration so that you will know what to look for during the administration. These comments will be thoroughly reviewed. We consider your comments as important as the test results.

For many handicapped children, this is a first testing experience. Please check to see that they are answering the correct questions by blackening the corresponding answer circle in the answer booklet during all testing sessions. If you notice a student is taking too much time on one question, reassuringly tell the student to make a best guess and go on to the next question.

The General Information Questions will be very useful when the results are analyzed. Please make sure all answers to these questions are accurate (to the best of your knowledge) before you grid them.

Individual results will not be generated. Children's names will be omitted from any reports and all information regarding any particular child will be confidential information. We will send you a report containing summary information, teacher input information, and general information question results.

Again, let me thank you for volunteering to help us with this important project. We realize that you are being more than generous. Hopefully, your time and efforts on behalf of this project will culminate in an MBS Testing Program which accomodates the handicapped student.

GENERAL INFORMATION

The information and instructions contained within this manual will assist examiners in arranging the best possible test conditions for students. It is necessary that examiners and proctors familiarize themselves with this manual prior to the administration of the Minimum Basic Skills Tests. It is very important that the examiners strictly adhere to the instructions provided in this manual. All directions should be read as they are written. Please do not deviate from the standardized procedures.

WHAT LEVEL TEST SHOULD THE STUDENT TAKE?

Form A should be administered to students in their fourth year beyond kindergarten.

Form B should be administered to students in their seventh year beyond kindergarten.

Form C should be administered to students in their tenth year beyond kindergarten.

Form D should be administered to students in their twelfth year beyond kindergarten.

Questions concerning test administration of students should be directed to Lydia Greenberg, the Office of State Educational Assessment at 609-292-1532 or 609-292-5180.

MATERIALS TO ASSEMBLE BEFORE ADMINISTERING THE MINIMUM BASIC SKILLS TEST

1. Test Books and Answer Booklets

   You should have one test book and answer booklet for each student. It would be advisable to have a few extras for emergencies. Be sure that the form letter indicated on the answer booklet and test book is the same as the level test which should be administered.

2. Answer Booklets

   Page one and two should be pre-gridded for students. When giving out answer booklets always make sure the child receives his or her own booklet. The test booklets should be used for all answers. Each page in the booklet contains answer bubbles for only one section of the test. Page three contains all bubbles necessary for section one of the mathematics test. Page four contains all bubbles necessary for section two of the mathematics test, page five contains all bubbles necessary Section 3 of the mathematics test.

   If children cannot transfer their answers to the answer booklet, they may record the answer in the test booklet by blackening in the correct bubble. This should only be done when the examiner has no other choice. Please record the name and reasons for any student who does not use the answer booklet on the comment sheet.

3. Examiner's Manual

You should have one copy of this manual for yourself plus a copy for each proctor.

4. Pencils (#2)

You should have an ample supply of #2 pencils available. Have enough for each child being tested plus a few extras. Some children might have to use thick pencils. If the child uses a different pencil, please record this on the comment sheet.

5. Watch

The examiner should have a watch so that sessions won't go beyond suggested time limits.

ARRANGEMENTS PRIOR TO ADMINISTRATION OF THE MINIMUM BASIC SKILLS TEST

1. Advance Announcement to Students

Advance announcement to students can be helpful in preparing them for the test, provided that undue emphasis is not placed on the importance of this measure.

2. Scheduling the Test

This New Jersey Minimum Basic Skills Field Test measures mathematics. The total time required for administration of the test is approximately three hours and fifteen minutes. The test should be administered on any three consecutive days, October 15 - 31, 1979. It is recommended that test administrations be scheduled during the morning. Test administration should not be scheduled after an athletic event or an assembly. All test schedules should be checked with the appropriate school official to be sure that the administration of the Minimum Basic Skills Test will not be interrupted by a fire drill.

3. Time Needed

Although the time needed for questions, directions, etc. will depend largely on the individual examiner and on the group being tested, the following schedule will give you some idea of how much time will be required each day.

*If you feel that more than one section can be given per day, you may give two sections a day. Please do not give more than two sections in any administration period.

MATHEMATICS TEST

Day 1 - Section I (Section 2 may be administered on day 1, if children are not tired or frustrated. If Section 2 is given, allow a ten minute break between sections).

1. Distribution of materials - test books, answer booklets, pencils.....5 min.
2. Reading General Directions.....4 min.
3. Section 1 of Mathematics Test.....55 min.
4. Collection of Materials.....6 min.

Total Time.....1hr. & 10 min.

NOTE: When you collect test materials, make sure you place answer booklets into test books. When you return materials on the second day, check to see that the student has the correct answer booklet.

Day 2 - Section 2 (may be given on day 1 if children are not tired or frustrated).

1. Distribution of materials - each student receives own material.....5 min.
2. Section 2 of Mathematics Test.....55 min.
3. Collection of Materials.....5 min.
   Total Time.....1 hr. & 5 min.

Day 3 - Section 3

1. Distribution of materials - each student receives own material.....5 min.
2. Section 3 of Mathematics Test.....55 min.
3. Collection of Materials.....5 min.
   Total Time.....1 hr. & 5 min.

NOTE: Time allotted for testing is generous. If the entire class is finished before the fifty-five minutes, go on to collection of materials or continue with next section. The teacher should use discretion during each test administration; however, the test administrations should not be extended beyond the three morning sessions or the suggested time limits. If the test administrator accidently mistimes the test or goes beyond time limits, he/she should record this on comment sheet.

4. Assignment of Building and Class Codes

   If you did not receive your building code or class code for the students, contact Lydia Greenberg, Testing Coordinator at 609-292-1532 immediately.

5. Room and seating arrangements

   Administration of the tests should be conducted in a room that does not crowd examinees. If necessary, a student can be tested alone, in a separate room. Good lighting, ventilation, and freedom from noise and interruptions are important factors to be considered when selecting a room. Comfortable seats and smooth, hard writing surfaces are important. Writing surfaces should be large enough to accomodate a folded test book and an answer booklet. Students should be seated in such a way that they will not be tempted to look at the answers of others. To prevent confusion, arrangements for the seating of students should be completed prior to the administration of the tests.

PROCEDURES FOR VOIDING ANSWER SHEETS

If you feel that a student's response to the reading and/or mathematics test should be voided for an appropriate reason (illness during test, overly frustrating experience, or disruptive behavior), fill in the appropriate oval(s) next to the letter "V" in the box under the words "For Teacher Use Only" on side 1 of the student's answer sheet. Use a #2 pencil. You are to grid the (R) if the student's reading test is to be voided, the (M) if the student's mathematics test is to be voided, and both the (R) and the (M) if both of the tests are to be voided. Filling in of the oval(s) next to the letter "V" is to be done only by an examiner. Under no circumstance is the word "void" to be written on the answer sheet as the resulting marks may be misinterpreted as student responses.

Examiners are asked to write an explanation for each student whose responses have been voided on the comment sheet attached to this booklet.

DIRECTIONS FOR ADMINISTERING THE NEW JERSEY MINIMUM BASIC SKILLS TESTS

Codes

The following directions include the procedures for completing the information required on the answer sheets. You should pre-prepare the answer booklet. The information required on page one of the answer sheet is the printing and gridding of the student's name (given names only, not nicknames), date of birth (by month, day, and year), sex, class code, and school code. The student's name, date of birth, school, school district and county names should also be printed in the box to the left of the grid areas. The area marked special codes should be coded according to handicap classification. Below are the codes and the associated handicap.

0 Mentally retarded - EMR
1 Speech Impaired (classified)
2 Emotionally disturbed
3 Orthopedically handicapped
4 Chronically ill
5 Perceptually impaired
6 Neurologically impaired
7 Multiply handicapped
8 Socially maladjusted
9 Other (specify on comment sheet)

An example of a completed answer sheet is shown on the back cover of this manual. An administrators comment sheet is included with test materials.

General Information Questions

On page two of the answer booklets are general information questions. The test administrator should grid in the answers before test administration. Page one and two should be gridded by the test administrator.

To assure proper use of the results, you should record any unusual incidents which occur during the administration of these tests and report these on the comment sheet. For example, if for any reason you allowed either more or less time than is indicated for any section, you should write an explanation describing the circumstances. Sometimes a student may become confused and record answers in an improper section of the answer sheet. When the student discovers the error, he or she will naturally be upset, and this may affect performance on all of the following sections of the tests. Also, some students may become ill during the administration period and be unable to continue. If a student does become ill during the administration, the student should be excused from further testing. You should collect the material and fill in the appropriate oval next to "V" in the lower left corner of side 1 of the answer sheet. If a student becomes disruptive and will not continue with the tests you should follow the same procedure in voiding the answer booklet. All answer booklets including those voided by you should be returned. A child may be able to take one section, but not another. Void only the section he/she did not take. Record this on the comment sheet.

Special Arrangements

Certain handicapped children might have to answer the questions orally or with the use of communication devices. These modes of responding to questions should be used only if the student always answers orally or uses a communication device to communicate in the classroom. This should be determined before test administration so that appropriate devices or an answer recorder will be available during testing.

Instructions Used During Testing

All of the instructions below which are enclosed in boxes are to be read aloud to the students except for statements in parentheses. All other instructions are for the examiners only and should not be read aloud.

When the students are seated in the examination room, say:

> Today you are going to take a test. It is very much like the practice test you took last week except that it is a bit longer. I am sure you will all try your best to do a good job. The testing period has begun. There should be no talking until the tests are ended and the material has been collected. We will now pass out the answer booklets. Do not write in the answer booklet until I give you directions.

Distribute the answer booklets. Make sure that the student receives his/her pre-gridded answer booklet. Distribute #2 pencils and test books to students.

When all the students have pencils, test books, and answer booklets, say:

MATHEMATICS

Turn your book to the front cover. We will now read the General Directions. Read the directions silently as I read them aloud.

GENERAL DIRECTIONS

Listen carefully to all of the directions and follow them exactly.

Work carefully and try to get as many questions right as you can. Do not worry if you do not finish all the questions. Do not spend too much time on any one question. You may mark an answer even when you are not perfectly sure that it is right.

Mark all of your answers in your answer booklet. Make your answer marks heavy and dark. Mark only one answer for each question. If you make a mistake or wish to change an answer, be sure to erase your first choice completely.

If you finish any section before the time is up, go back and check your work on that part only. Make sure that the question number and the answer number in your answer booklet are the same.

Are there any questions?

Answer any questions, then say:

The test you will take now is a Mathematics Test. This is the first section of the Math Test. Will will have a certain amount of time to complete this section. There may be some questions that you cannot answer. Do you best on each question and then go on to the next one. Open your book to page 3. Open your answer booklet to page 3.

Check to make sure all children have their book and booklet open to the correct pages.

Examples

When examples are provided, the teachers should do the examples with the children. If the children do not understand the example, use shaded area directions to re-explain the example. If children understand the examples, do not use shaded area explanations. An example may be explained only twice.

Work carefully, but do not spend too much time on a question. If a question seems too hard, make the best guess you can and go on to the next question. When you finish, go back and check your work.

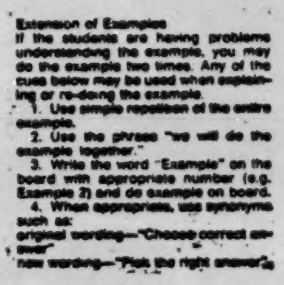
You may use any space in the test book for scratchwork, but all answers must be marked in the answer booklet.

Now try Example 1. Fill in the correct answer in your answer booklet next to Example 1.

Example

$$\begin{array}{r} 65 \\ -47 \\ \hline \end{array}$$

(A) 8
(B) 18
(C) 22
(D) 112


Extension of Examples
If the students are having problems understanding the example, you may do the example two times. Any of the cues below may be used when explaining or re-doing the example.
1. Use simple repetition of the entire example.
2. Use the phrase "we will do the example together."
3. Write the word "Example" on the board with appropriate number (e.g. Example 2) and do example on board.
4. When appropriate, use synonyms such as:
original wording—"Choose correct answer"
new wording—"Pick the right answer"

The correct answer for sample question Example 1 is B since the difference between 65 and 47 is 18 (B). In your answer booklet, you should have filled in the circle with the letter B next to Example 1.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

The answers to the questions in this test should be marked in the circles under the words "Section I - Mathematics" in your answer booklet. When you finish look over your work on this test only.

Do not do any figuring in your answer booklet. You may write in your test book.

When I say "Begin," turn to page 4 and start to work. Ready? Begin.

Check to make sure that each student is working on the proper pages of the booklet and that the answers are being recorded in the proper section of the answer booklet. Upper corners of the pages in Section 1 are unmarked so that you may easily notice students working on the wrong part of the test.

There is no time allotted for a break during this testing session. If you notice that a child is unable to continue without a break, you may allow a 5 minute quiet break. Please record the break on the comment sheet.

At the end of 55 minutes or before 55 minutes if all children are finished, say:

Stop. Put down your pencil, put your answer booklet in your test book and close your book.

If the children are not tired or frustrated, you may give them Section 2 of the mathematics test after a ten minute break. If you want to continue with the test, say:

> You may have a rest period. You may stand and stretch, but please do not talk. We will continue with Section 2 after a break.

After a ten minute break continue with *Directions.

If children are too tired or do not seem able to take Section 2, say:

> Put down your pencils. This is the end of Section 1. Insert your answer booklets in your test books and close the book. You worked very hard on this section. Tomorrow we will do Section 2. Please stay seated until I collect all test materials.

Collect Test Materials.

Day 2 - (If Section 1 and 2 were given on Day 1, please go on to Day 3 of the Test).

Give out test books, pencils, and answer booklets. Please make sure that each child gets his/her answer booklet.

"When you are ready to begin Section 2, say:

> Take your answer booklet out of your test book and open your book to page 10 and your answer booklet to page 4.
>
> Each problem in Section 2 is followed by four choices, starting with problem 31. Work each problem in your book. Look at the four choices and find the letter next to your answer. In your answer booklet find the problem number and fill in the circle that has the same letter as your answer. When you finish you should check your work on this section only. Do not go back to any other part of the test. Ready? Begin.

There is no time allotted for a break during this testing session. If you notice that a child is unable to continue without a break, you may allow a 5 minute quiet break. Please record the break on the comment sheet.

At the end of 55 minutes or before 55 minutes if all children are finished, say:

> Stop. Put down your pencil, put your answer booklet in your test book and close your book. This is the end of Section 2 of the test. Tomorrow we will take the last section. Please remain seated until I collect all materials .

Day 3 - Give out test books, pencils, and answer booklets. Make sure each child receives his/her answer booklet. When you are ready to begin Section 3, say:

> Take your answer booklet out of your test and open your test book to page 16 and your answer booklet to page 5.
>
> Each problem in Section 3 is followed by four choices starting with problem 61. Work each problem in your book. Look at the four choices and find the letter next to your answer. In your answer booklet find the problem number and fill in the circle that has the same letter as your answer. When you finish you should check your work on this part only. Do not go back to any other part of the test. Ready? Begin.

Check to be sure that each student is working on the proper pages of the test book and that answers are being recorded in the proper section of the answer booklet. Upper corners of the pages in Section 3 are marked with a ropeline.

There is no time allotted for a break during this session. If you notice that a child is unable to continue without a break, you may allow a 5 minute quiet break. Please record the break on the comment sheet.

At the end of 55 minutes, or when all children are finished (if it is before 55 minutes) say:

> Stop. Put down your pencil and close your book. This is the end of the test. Thank you for trying so hard. Please stay seated until I collect all materials.

Collect answer sheets and booklets. Count all booklets and answer sheets before students leave the room.

Record any irregularities, which should be considered when the results are interpreted, on the comment sheet.

PROCEDURES TO FOLLOW AFTER ADMINISTERING THE BATTERY

Check Entry of Information -- Each answer booklet should be checked to be sure that the proper information is recorded in the correct manner. Any errors in gridding should be corrected before the material is returned. You should also check through the answer booklets to be sure that the students erased all stray marks.

NEW JERSEY EDUCATIONAL ASSESSMENT PROGRAM

MINIMUM BASIC SKILLS TESTS

FORM 3BNJ FORM D SIDE 1

MATHEMATICS

USE A NUMBER 2 PENCIL ONLY FOR COMPLETING THIS ANSWER SHEET. BE SURE EACH MARK IS DARK AND COMPLETELY FILLS THE INTENDED OVAL. ERASE ANY ERRORS COMPLETELY.

PLEASE PRINT:

STUDENT'S NAME JOHNSON (LAST) MICHAEL (FIRST) C. (MIDDLE)

SEX M DATE OF BIRTH 2/3/64 (Month Day Year)

SCHOOL MIDWAY H.S.

DISTRICT DAISY TWP.

COUNTY BURLINGTON

DO NOT WRITE IN THIS BOX. FOR TEACHER USE ONLY.

V- 00

7000629 · 539PS.5 · 791892 · Printed in U.S.A.

FIRST 10 LETTERS OF LAST NAME	FIRST 8 LETTERS OF FIRST NAME	M.I.
JOHNSON	MICHAE	C

SEX: Male ● Female ○

DATE OF BIRTH

Month	Day	Year
	03	
○ Jan		○ 1958
● Feb		○ 1959
○ Mar		○ 1960
○ Apr		○ 1961
○ May		○ 1962
○ Jun		○ 1963
○ Jul		● 1964
○ Aug		○ 1965
○ Sep		○ 1966
○ Oct		○ 1967
○ Nov		○ 1968
○ Dec		○ 1969
		○ 1970
		○ 1971

MATH. CLASS CODE	SPEC. CODE	SCHOOL CODE
48		16713

51

YOUR SCHOOL CODE IS ☐☐☐☐☐ Your class code is ☐☐ 52

EXAMINER'S MANUAL

MATHEMATICS FIELD TEST

FORM C

Minimum Basic Skills Assessment Test

New Jersey Educational Assessment Program

Please read this manual carefully and follow all directions exactly. To ensure valid results, test administrators should be familiar with test materials and should not deviate from specified instructions. If you have any questions about the information in this manual, please call Lydia Greenberg, Testing Coordinator at 609-292-1532.

NEW JERSEY DEPARTMENT OF EDUCATION

State of New Jersey

DEPARTMENT OF EDUCATION

225 WEST STATE STREET

P. O. BOX 2019

TRENTON, NEW JERSEY 08625

DIVISION OF OPERATIONS, RESEARCH, AND EVALUATION

Dear Colleague:

This is a field test of the New Jersey Minimum Basic Skills Tests which are being administered to handicapped students throughout the state. We would like to extend our thanks for your participation in this project. We feel that the results from this test will impact on handicapped students in many areas of education.

In order to ensure valid information and results from this field test, we must emphasize the importance of adhering to the manual directions. Any deviations should be recorded on the Administrators Comment Sheet.

The Administrators Comment Sheet will be invaluable when we evaluate the test results. Please review this sheet before the test administration so that you will know what to look for during the administration. These comments will be thoroughly reviewed. We consider your comments as important as the test results.

For many handicapped children, this is a first testing experience. Please check to see that they are answering the correct questions by blackening the corresponding answer circle in the answer booklet during all testing sessions. If you notice a student is taking too much time on one question, reassuringly tell the student to make a best guess and go on to the next question.

The General Information Questions will be very useful when the results are analyzed. Please make sure all answers to these questions are accurate (to the best of your knowledge) before you grid them.

Individual results will not be generated. Children's names will be omitted from any reports and all information regarding any particular child will be confidential information. We will send you a report containing summary information, teacher input information, and general information question results.

Again, let me thank you for volunteering to help us with this important project. We realize that you are being more than generous. Hopefully, your time and efforts on behalf of this project will culminate in an MBS Testing Program which accomodates the handicapped student.

GENERAL INFORMATION

The information and instructions contained within this manual will assist examiners in arranging the best possible test conditions for students. It is necessary that examiners and proctors familiarize themselves with this manual prior to the administration of the Minimum Basic Skills Tests. It is very important that the examiners strictly adhere to the instructions provided in this manual. All directions should be read as they are written. Please do not deviate from the standardized procedures.

WHAT LEVEL TEST SHOULD THE STUDENT TAKE?

Form A should be administered to students in their fourth year beyond kindergarten.

Form B should be administered to students in their seventh year beyond kindergarten.

Form C should be administered to students in their tenth year beyond kindergarten.

Form D should be administered to students in their twelfth year beyond kindergarten.

Questions concerning test administration of students should be directed to Lydia Greenberg, the Office of State Educational Assessment at 609-292-1532 or 609-292-5180.

MATERIALS TO ASSEMBLE BEFORE ADMINISTERING THE MINIMUM BASIC SKILLS TEST

1. Test Books and Answer Booklets

   You should have one test book and answer booklet for each student. It would be advisable to have a few extras for emergencies. Be sure that the form letter indicated on the answer booklet and test book is the same as the level test which should be administered.

2. Answer Booklets

   Page one and two should be pre-gridded for students. When giving out answer booklets always make sure the child receives his or her own booklet. The test booklets should be used for all answers. Each page in the booklet contains answer bubbles for only one section of the test. Page three contains all bubbles necessary for section one of the mathematics test. Page four contains all bubbles necessary for section two of the mathematics test, page five contains all bubbles necessary Section 3 of the mathematics test.

   If children cannot transfer their answers to the answer booklet, they may record the answer in the test booklet by blackening in the correct bubble. This should only be done when the examiner has no other choice. Please record the name and reasons for any student who does not use the answer booklet on the comment sheet.

3. Examiner's Manual

You should have one copy of this manual for yourself plus a copy for each proctor.

4. Pencils (#2)

You should have an ample supply of #2 pencils available. Have enough for each child being tested plus a few extras. Some children might have to use thick pencils. If the child uses a different pencil, please record this on the comment sheet.

5. Watch

The examiner should have a watch so that sessions won't go beyond suggested time limits.

ARRANGEMENTS PRIOR TO ADMINISTRATION OF THE MINIMUM BASIC SKILLS TEST

1. Advance Announcement to Students

Advance announcement to students can be helpful in preparing them for the test, provided that undue emphasis is not placed on the importance of this measure.

2. Scheduling the Test

This New Jersey Minimum Basic Skills Field Test measures mathematics. The total time required for administration of the test is approximately three hours and fifteen minutes. The test should be administered on any three consecutive days, October 15 - 31, 1979. It is recommended that test administrations be scheduled during the morning. Test administration should not be scheduled after an athletic event or an assembly. All test schedules should be checked with the appropriate school official to be sure that the administration of the Minimum Basic Skills Test will not be interrupted by a fire drill.

3. Time Needed

Although the time needed for questions, directions, etc. will depend largely on the individual examiner and on the group being tested, the following schedule will give you some idea of how much time will be required each day.

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1. Distribution of materials - test books, answer booklets, pencils.....5 min.
2. Reading General Directions.....4 min.
3. Section 1 of Mathematics Test.....55 min.
4. Collection of Materials.....6 min.
   Total Time.....1hr. & 10 min.

NOTE: When you collect test materials, make sure you place answer booklets into test books. When you return materials on the second day, check to see that the student has the correct answer booklet.

Day 2 - Section 2 (may be given on day 1 if children are not tired or frustrated).

1. Distribution of materials - each student receives own material.....5 min.
2. Section 2 of Mathematics Test.....55 min.
3. Collection of Materials.....5 min.
   Total Time.....1 hr. & 5 min.

Day 3 - Section 3

1. Distribution of materials - each student receives own material.....5 min.
2. Section 3 of Mathematics Test.....55 min.
3. Collection of Materials.....5 min.
   Total Time.....1 hr. & 5 min.

NOTE: Time allotted for testing is generous. If the entire class is finished before the fifty-five minutes, go on to collection of materials or continue with next section. The teacher should use discretion during each test administration; however, the test administrations should not be extended beyond the three morning sessions or the suggested time limits. If the test administrator accidently mistimes the test or goes beyond time limits, he/she should record this on comment sheet.

4. Assignment of Building and Class Codes

   If you did not receive your building code or class code for the students, contact Lydia Greenberg, Testing Coordinator at 609-292-1538 immediately.

5. Room and seating arrangements

   Administration of the tests should be conducted in a room that does not crowd examinees. If necessary, a student can be tested alone, in a separate room. Good lighting, ventilation, and freedom from noise and interruptions are important factors to be considered when selecting a room. Comfortable seats and smooth, hard writing surfaces are important. Writing surfaces should be large enough to accomodate a folded test book and an answer booklet. Students should be seated in such a way that they will not be tempted to look at the answers of others. To prevent confusion, arrangements for the seating of students should be completed prior to the administration of the tests.

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Examiners are asked to write an explanation for each student whose responses have been voided on the comment sheet attached to this booklet.

DIRECTIONS FOR ADMINISTERING THE NEW JERSEY MINIMUM BASIC SKILLS TESTS

Codes

The following directions include the procedures for completing the information required on the answer sheets. You should pre-prepare the answer booklet. The information required on page one of the answer sheet is the printing and gridding of the student's name (given names only, not nicknames), date of birth (by month, day, and year), sex, class code, and school code. The student's name, date of birth, school, school district and county names should also be printed in the box to the left of the grid areas. The area marked special codes should be coded according to handicap classification. Below are the codes and the associated handicap.

0 Mentally retarded - EMR
1 Speech Impaired (classified)
2 Emotionally disturbed
3 Orthopedically handicapped
4 Chronically ill
5 Perceptually impaired
6 Neurologically impaired
7 Multiply handicapped
8 Socially maladjusted
9 Other (specify on comment sheet)

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Instructions Used During Testing

All of the instructions below which are enclosed in boxes are to be read aloud to the students except for statements in parentheses. All other instructions are for the examiners only and should not be read aloud.

When the students are seated in the examination room, say:

> Today you are going to take a test. It is very much like the practice test you took last week except that it is a bit longer. I am sure you will all try your best to do a good job. The testing period has begun. There should be no talking until the tests are ended and the material has been collected. We will now pass out the answer booklets. Do not write in the answer booklet until I give you directions.

Distribute the answer booklets. Make sure that the student receives his/her pre-gridded answer booklet. Distribute #2 pencils and test books to students.

MATH - Section 1

When all students have pencils, test books, and answer booklets, say:

> The testing period has begun. There is to be no talking until the test is finsihed. We will now pass out materials. Do not open your book or turn it over until you are told to do so.

Distribute test books and answer booklets. Be sure each student receives his or her own answer booklet, test book and pencils.

Then say:

> Turn your test book to the front cover and we will read the General Directions again so that you remember what to do. Read the directions silently as I read them aloud.
>
> GENERAL DIRECTIONS
>
> Listen carefully to all of the directions and follow them exactly.
>
> Work carefully and try to get as many questions right as you can. Do not worry if you do not finish all the questions. Do not spend too much time on any one question. You may mark an answer even when you are not perfectly sure that is is right.
>
> Mark all of your answers in your answer booklet. Make your answer marks heavy and dark. Mark only one answer for each question. If you make a mistake or wish to change an answer, be sure to erase your first choice completely.
>
> If you finish any section before the time is up, go back and check your work on that part only. Make sure that the question number and the answer number on your answer booklet are the same.
>
> Are there any questions?

Answer any questions, then say:

> Open your answer booklet to page 3. Open your test book to page 3 and fold it back like this. (Demonstrate.) Today you will take a mathematics test. Read the directions silently as I read them aloud.
>
> Work carefully, but do not spend too much time on a question. If a question seems too hard, make the best guess you can and go on to the next question. You may check your work if you finish early.

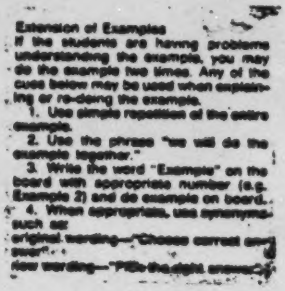
You may use <u>any space in the book for scratchwork, but all answers must be marked in the answer booklet</u>.

Now try Example 1. Fill in the correct answer on your answer booklet next to Example 1.

Example

$$\begin{array}{r} 65 \\ -47 \\ \hline \end{array}$$

(A) 8
(B) 18
(C) 22
(D) 112



The correct answer for the sample question is B since the difference between 65 and 47 is 18. In your answer booklet, you should have filled in the space with the letter B next to example 1.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

The answers to the questions in this test should be marked in the circles under the words "Section 1-Mathematics" in your answer booklet. When you finish, look over your work on this section only.

Do not do any figuring on your answer booklet. You may write in your test book.

When I say "Begin" turn the page and start to work. Ready? Begin.

Check to make sure that each student is working on the proper pages of the test book and that the answers are being recorded in the proper section of the answer booklet. Upper corners of the pages in Section 1 are unmarked so that you may easily notice students working on the wrong part of the test.

There is no time allotted for a break during this session. If you notice that a child is unable to continue without a break, you may allow a 5 minute quiet break. Please record the break on the comment sheet.

At the end of 55 minutes or when children are finished (if it is before 55 minutes), say:

Stop. Put down your pencil, put your answer booklet in your test book and close your book.

If the children are not tired or frustrated, you may give them Section 2 of the mathematics tests after a ten minute break. If you want to continue with the test say:

You may have a rest period. You may stand and stretch, but please do not talk. We will continue with Section 2 after a break.

After a 10 minute break, begin with * directions.

If children are too tired to do not seem able to take Section 2, say:

This is the end of Section 1. Insert your answer booklets in your test books and close the book. You worked very hard on this section. Tomorrow we will do Section 2. Please stay seated until I collect all test materials.

Collect Test Materials.

Day 2 - (If Section 1 and 2 were given on Day 1, please go on to Section 3 of the Test).

Give out test books, pencils, and answer booklets. Please make sure that each child gets his/her answer booklet.

*When you are ready to begin Section 2 , say:

We are now ready to begin Section 2 of the mathematics test. Take your answer booklet out of your test book and open your book to page 11 and your answer booklet to page 4.

Each problem in Section 2 is followed by four choices, starting with problem 33. Work each problem in your book. Look at the four choices and find the letter next to your answer. In your answer booklet find the problem number and fill in the circle that has the same letter as your answer. When you finish you should check your work on this section only. Do not go back to any other section of the test. Ready? Begin. (Check to see that children are working on Section 2. Upper corners are marked with double curved lines.)

There is no time allotted for a break during this testing session. If you notice that a child is unable to continue without a break, you may allow a 5 minute quiet break. Please record the break on the comment sheet.

At the end of 55 minutes or before 55 minutes (if all children are finished), say:

Stop. Put down your pencil, put your answer booklet in your test book and close your book. This is the end of Section 2 of the test. Tomorrow we will take the last section. Please remain seated until I collect all materials.

Day 3 - Give out test books, pencils, and answer booklets. Make sure each child receives his/her answer booklet. When you are ready to begin Section 3, say:

> Take your answer booklet out of your test book and open your book to page 17 and your answer booklet to page 5.
>
> Each problem in Section 3 is followed by four choices, starting with problem number 65. Work each problem in your book. Look at the four choices and find the letter next to your answer. In your answer booklet find the problem number and fill in the circle that has the same letter as your answer. When you finish, you should check your work on this section only. Do not go back to any other part of the test. Ready? Begin.

Check to be sure that each student is working on the proper pages of the booklet and that answers are being recorded in the proper section of the answer booklet. Upper corners of the pages in Section 3 are marked with a ropeline.

There is no time allotted for a break during this session. If you notice that a child is unable to continue without a break, you may allow a 5 minute quiet break. Please record the break on the comment sheet.

At the end of 55 minutes, say:

> Stop. Put down your pencil and close your book. This is the end of the test. Thank you for trying so hard. Please stay seated until I collect all materials.

Collect answer booklets and test books. Count all test books and answer booklets before students leave the room.

Record any irregularities on the comment sheet which should be considered when the results are interpreted.

NEW JERSEY EDUCATIONAL ASSESSMENT PROGRAM

MINIMUM BASIC SKILLS TESTS

FORM 3BNJ — FORM C — SIDE 1

MATHEMATICS

USE A NUMBER 2 PENCIL ONLY FOR COMPLETING THIS ANSWER SHEET. BE SURE EACH MARK IS DARK AND COMPLETELY FILLS THE INTENDED OVAL. ERASE ANY ERRORS COMPLETELY.

PLEASE PRINT:

STUDENT'S NAME: JOHNSON (LAST) / MICHAEL (FIRST) / C. (MIDDLE)

SEX: M DATE OF BIRTH: 2/3/64 (Month Day Year)

SCHOOL: MIDWAY H.S.

DISTRICT: DAISY TWP.

COUNTY: BURLINGTON

DO NOT WRITE IN THIS BOX. FOR TEACHER USE ONLY.

V- 00

7000629 · 539PM.5 · 791682 · Printed in U.S.A.

78

FIRST 10 LETTERS OF LAST NAME	FIRST 6 LETTERS OF FIRST NAME	M.I.
JOHNSON	MICHAE	C

SEX: Male ● Female ○

DATE OF BIRTH: Month: Jan ○ Feb ● Mar ○ Apr ○ May ○ Jun ○ Jul ○ Aug ○ Sep ○ Oct ○ Nov ○ Dec ○ — Day: 03 — Year: 1958 ○ 1959 ○ 1960 ○ 1961 ○ 1962 ○ 1963 ○ 1964 ● 1965 ○ 1966 ○ 1967 ○ 1968 ○ 1969 ○ 1970 ○ 1971 ○

MATH. CLASS CODE	SPEC. CODE	SCHOOL CODE
48		16713

For Questions 74-77, a sentence is followed by the dictionary definitions of the underlined word. Choose the definition that best describes how the word is used in the sentence.

74. The box was so light that even a two-year-old child could lift it.

light ('līt) adj. 1: having illumination; bright 2: not dark in coloring 3: having little weight 4: of little importance, trivial, or entertaining

As used in the sentence, light fits definition

Ⓐ 1
Ⓑ 2
Ⓒ 3
Ⓓ 4

75. Francie slowed down when she saw that the speed limit was 25 miles per hour.

limit ('lim-ət) n. 1: geographical boundary 2: a prescribed maximum amount of quantity v. 1: to restrict or confine 2: to curtail or reduce in quantity

As used in the sentence, limit fits definition

Ⓐ n. 1
Ⓑ n. 2
Ⓒ v. 1
Ⓓ v. 2

76. Jack had the parcel weighed before he took it to the post office.

parcel ('pär-səl) n. 1: a wrapped bundle 2: a tract or plot of land v. 1: to divide and distribute in portions 2: to make up into a bundle; to wrap

As it is used in the sentence, parcel fits definition

Ⓐ n. 1
Ⓑ n. 2
Ⓒ v. 1
Ⓓ v. 2

77. When the red light on the panel lit up, Michele knew that something had gone wrong with the computer.

panel ('pan-əl) n. 1: a group of persons selected to serve on a jury 2: a group of persons who discuss an issue in front of an audience 3: the part of a machine or device on which the controls are mounted 4: a flat piece of wood or masonry that forms part of a surface

As it is used in the sentence, panel fits definition

Ⓐ 1
Ⓑ 2
Ⓒ 3
Ⓓ 4

GO ON TO THE NEXT PAGE.

For Questions 74-77, a sentence is followed by the dictionary definitions of the underlined word. Choose the definition that best describes how the word is used in the sentence.

74. The box was so light that even a two-year-old child could lift it.

light \'līt\ adj. 1: having illumination; bright 2: not dark in coloring 3: having little weight 4: of little importance, trivial, or entertaining

As used in the sentence, light fits definition

(A) 1
(B) 2
(C) 3
(D) 4

75. Francie slowed down when she saw that the speed limit was 25 miles per hour.

limit \'lim-ət\ n. 1: a geographical boundary 2: a prescribed maximum amount or quantity v. 1: to restrict or confine 2: to curtail or reduce in quantity

As used in the sentence, limit fits definition

(A) n. 1
(B) n. 2
(C) v. 1
(D) v. 2

76. Jack had the parcel weighed before he took it to the post office.

parcel \'pär-səl\ n. 1: a wrapped bundle 2: a tract or plot of land v. 1: to divide and distribute in portions 2: to make up into a bundle; to wrap

As it is used in the sentence, parcel fits definition

(A) n. 1
(B) n. 2
(C) v. 1
(D) v. 2

77. When the red light on the panel lit up, Michele knew that something had gone wrong with the computer.

panel \'pan-əl\ n. 1: a group of persons selected to serve on a jury 2: a group of persons who discuss an issue in front of an audience 3: the part of a machine or device on which the controls are mounted 4: a flat piece of wood or masonry that forms part of a surface

As it is used in the sentence, panel fits definition

(A) 1
(B) 2
(C) 3
(D) 4

For Questions 78-81, choose the sentence in which the meaning of the underlined word is different from its meaning in the other sentences.

78. (A) He had been with the company for only six months, so his first raise was a moderate one.
(B) She was asked to moderate the next class debate.
(C) There was a moderate increase in the cost of food this week.
(D) The student received a moderate fine for returning the library book one day late.

79. (A) Carrie found a lot of loose change in her coat pocket.
(B) Millie went home to change her clothes before she went out to dinner.
(C) George had to change the flat tire on his car.
(D) Jason called to change his appointment with the dentist.

80. (A) Lena kept still even though she knew the answer.
(B) Jill is so talkative that she can't be still for more than five minutes.
(C) The night was very still after the owl stopped hooting.
(D) We still haven't received the information we asked for last week.

81. (A) A police officer's uniform is usually some shade of blue.
(B) Each branch of the military has a different uniform.
(C) Sam's uniform was too large, so he returned it to the store.
(D) Jamie fixed her skirts so they were uniform in length.

GO ON TO THE NEXT PAGE.

41. $\begin{array}{r} 1.836 \\ \times\ 0.24 \end{array}$

(A) 0.044064
(B) 0.44064
(C) 4.4064
(D) 44.064

42. $\begin{array}{r} \frac{3}{4} \\ +\frac{1}{3} \end{array}$

(A) $\frac{2}{12}$

(B) $\frac{4}{7}$

(C) $\frac{2}{3}$

(D) $1\frac{1}{12}$

43. 2 pounds 5 ounces =

(A) 25 ounces
(B) 29 ounces
(C) 32 ounces
(D) 37 ounces

44. $3.5\overline{)0.7525}$

(A) 0.0215
(B) 0.215
(C) 2.15
(D) 21.5

45. $\begin{array}{r} 948 \\ \times\ 76 \end{array}$

(A) 72,048
(B) 71,948
(C) 12,324
(D) 12,224

46. Alice bought nail polish for $1.87, tax included. Which is her correct change from a $5.00 bill?

(A) 3 pennies, 1 dime, 3 dollars
(B) 3 pennies, 1 dime, 4 dollars
(C) 7 pennies, 1 dime, 3 dollars
(D) 7 pennies, 8 dimes, 1 dollar

47. $\frac{5}{6} \times 30 =$

(A) $\frac{1}{36}$

(B) $\frac{150}{180}$

(C) 25

(D) 36

48. $5^3 =$

(A) 3×5
(B) $5 \times 5 \times 5$
(C) $5 + 5 + 5$
(D) $3 \times 3 \times 3 \times 3 \times 3$

49. $\begin{array}{r} 3{,}008 \\ -\ 722 \end{array}$

(A) 2,286
(B) 2,386
(C) 3,286
(D) 3,726

50. A machine that produces 60 parts in 30 minutes will produce 20 parts in

(A) 15 minutes
(B) 10 minutes
(C) 3 minutes
(D) 2 minutes

GO ON TO THE NEXT PAGE.

41. 1.836×0.24

Ⓐ 0.044064
Ⓑ 0.44064
Ⓒ 4.4064
Ⓓ 44.064

44. $3.5\overline{)0.7525}$

Ⓐ 0.0215
Ⓑ 0.215
Ⓒ 2.15
Ⓓ 21.5

42. $\frac{3}{4} + \frac{1}{3}$

Ⓐ $\frac{2}{12}$
Ⓑ $\frac{4}{7}$
Ⓒ $\frac{2}{3}$
Ⓓ $1\frac{1}{12}$

45. 948×76

Ⓐ 72,048
Ⓑ 71,948
Ⓒ 12,324
Ⓓ 12,224

43. 2 pounds 5 ounces =

Ⓐ 25 ounces
Ⓑ 29 ounces
Ⓒ 32 ounces
Ⓓ 37 ounces

46. Alice bought nail polish for $1.87, tax included. Which is her correct change from a $5.00 bill?

Ⓐ 3 pennies, 1 dime, 3 dollars
Ⓑ 3 pennies, 1 dime, 4 dollars
Ⓒ 7 pennies, 1 dime, 3 dollars
Ⓓ 7 pennies, 8 dimes, 1 dollar

GO ON TO THE NEXT PAGE.

STANDARD ANSWER SHEET

GRADE 9 — FORM 3BNJ

Be sure each mark is dark and completely fills the intended oval as shown here: ●

SECTION I — GENERAL INFORMATION

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SECTION II — READING

Part 1

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SECTION III — MATHEMATICS

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BB	BW	AD	MB	MW	MO

Section 3—Reading

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APPENDIX B

Administrator's Comment Sheet

List of All Participants

COMMENT SHEET

TEACHER NAME _____

CLASSIFICATION of PUPILS TESTED _____

SCHOOL DISTRICT _____

1. What problems did the children have in using the answer booklets?

2. What type of difficulties did the children have following directions?

3. Do you feel the material tested was appropriate for your students?

4. Do you feel that the examples are too difficult or not clear for this population?

5. Please list particular items or examples which were too difficult for the children.

6. Please list any problem you had during the test administration.

7. Select one or two youngsters from your group and ask them what difficulties they encountered during the test - taking procedure?

8. Did you feel the practice test helped the students?

9. What changes in the test format do you think should be made?

10. What changes in the administration procedures would you suggest?

11. Do you feel any changes should be made in time allotments, placement of breaks, and number of days it took to administer the test?

12. Did you feel that more examples were needed for any particular section?

13. For which examples did you have to use the direction clarification shaded areas?

14. Additional comments:

COUNTY	TEST COORDINATOR	SCHOOLS
Atlantic County	Lorraine Wray	J.S. Helmbold
Bergen County	Vincent P. Comiskey, LDT/C	Rockleigh Hackensack Paramus
	Esther Freed	Dwight Marrow High School
Burlington County	Stephen Benowitz	Burlington County Voc. Tec Schools
Cumberland	Mr. Al D'Ambrose	Culver Mt. Pleasant Wood Holly Heights Rieck Memorial High Senior High
	Bernice Seibert	Barse D'Ippolito Memorial VHS North VHS South
Essex County	Peter Melillo	13th Street(E.C. Voc. Tec Irvington Tech
Hudson County	John T. Sepp John Sivo	Brandt Dema ett Kealey Hoboken High School Leinkauf
Monmouth County	Don Lambert	Long Branch Long Branch J.H.S. Long Branch H.S.
	Janet Williams	Aldrich Griebling Southhard Newbury Ardena Ramtown
Morris County	Anne Arnowitz	Pinebrook Chapel Hill
	M.J. Clarken	Bee Meadow Salem Drive Mountview Rd. Memorial J. H.S.
Ocean County	Bob Gray	Toms River Jackson (Joseph E. Clayton, Jackson Memorial High School

COUNTY	TEST COORDINATOR	SCHOOLS
Passaic County	Norma Katz	Prospect Park A.G. School
	Arnold Sacknary	Number 2 Number 4 Number 5 Number 5 (Trinity Chu-ch) Dale Ave. Number 27
	Mr. Mattiace	Passaic Co. Voc. Tech. H.S.
Salem County	J.J. Walsh	Alloway Twp. M.E. Remster
Somerset County	Patricia McFarland	Crim J.F. Kennedy Hamilton Hillside Eisenhower
Sussex County	Thelma Richards	Sussex Voc. Tech.
Union County	Dr. Jane Mattingly	Scott Ben Franklin Columbus Roosevelt Elmora Abe Lincoln John Marshall W. Penn Cleveland Lafayette E.H.S. (J) E.H.S. (Batin) Edison
Warren County	Gene Goldman	Allamuchy Franklin Blairstown Stewartsville Phillipsburg H.S.

APPENDIX C

Guidelines Booklet

GUIDELINES FOR INCLUDING CLASSIFIED STUDENTS IN THE MINIMUM BASIC SKILLS TESTING PROGRAM

LYDIA GREENBERG
OFFICE OF STATE EDUCATIONAL ASSESSMENT

INTRODUCTION

The following section of N.J.A.C. 6:39-1.1 et seq. which addresses the inclusion/exclusion of handicapped students in the New Jersey Minimum Basic Skills Testing Program (MBS) has been adopted:

6:39-1.5 Exclusion of pupils

(a) Any pupil who has been classified as handicapped pursuant to N.J.S.A. 18A:46-1 et seq. shall participate in the testing program unless specific exemption from participating in this program is provided within the pupil's Individualized Education Program (N.J.A.C. 6:28-1.8 et seq.).

All classified students who participate in the testing program must be coded S.E. (Special Education) on the answer sheets, and their results will not be included in the regular summary reports. The district will receive an individual student report for each handicapped student, as well as a summary of all handicapped students' results.

To ensure that the handicapped student included in the program is given an appropriate test, the Office of State Educational Assessment has developed test modifications which may be used when testing classified students. The content of the test must remain the same, but administration procedures, settings and answer modes may be adapted to accommodate handicapped students. In this way, the test will measure the student's attainment of basic reading and mathematics skills without penalizing the student because of his/her impairment.

This report provides general modifications which may be used when testing only classified students. All other students must follow the uniform procedures contained in the Test Administration Manuals which accompany the tests.

If you have any questions about the information contained in this document, please call Ms. Lydia Greenberg at (609-292-5181.)

Testing Classified Students with the MBS Tests

Many classified students will be included in the Minimum Basic Skills Testing Program this year. Some classified students will be able to take the test in a regular classroom and will require no alterations in administration procedures. Others will need modifications in administration procedures which will accommodate their specific handicaps. When making a decision as to which administration changes should be made, keep in mind that a student should never be hampered because of inappropriate setting or procedure. All administration decisions should be made prior to actual testing.

Suggested Modifications

When testing a classified student, any of the modifications listed below may be used. The decision as to which ones should be used will be determined by the student's needs.

1. The classified student may be tested in his/her regular classroom; very few changes can be implemented in this setting without disrupting the rest of the class. Therefore, the more modifications needed, the more likely that the student should be tested in a separate setting.

2. A classified student may be tested in a resource room, alone or with other classified children who need the same type of administration changes.

3. The student may be tested individually. If he/she needs many administration adaptations, this setting would be best. If at all possible, the administrator should be someone who is familiar with the student.

4. Identifying information and general information questions may be pre-gridded by the administrator.

5. If the student cannot transfer the answer to the answer sheet, he/she may record the answers in the test booklet. (In all cases, when the student does not answer on the computer answer sheet, the administrator will be responsible for entering the student's answers on the answer sheet.)

6. The student may answer the questions orally, if he/she uses this response mode to answer test questions in the classroom. (In all cases, when the student does not answer on the computer answer sheet, the administrator will be responsible for entering the student's answers on the answer sheet.)

7. The student may use a communication device if he/she usually uses the device to communicate in the classroom (an abacus or calculator cannot be used). This should be determined before testing so that necessary devices will be in working order and available. (In all cases, when the student does not answer on the computer answer sheet, the administrator will be responsible for entering the student's answers on the answer sheet.)

8. If a student cannot use a #2 pencil, he/she may use a thicker pencil.

9. Test administrators may repeat directions or re-explain examples if not understood.

10. Administrators may re-word directions for clarity as long as the re-wording does not change the nature or intent of the item.

11. All directions written in the test may be read to the student. Under no circumstances should items, passages or actual test sections be read to the student.

12. Sessions may be extended beyond suggested time limits. This is a power test, not a speeded test. Time segments should be regulated to accommodate the student, giving parts of sections or providing frequent breaks are acceptable procedures. A child should not be penalized because of stringent time limits.

13. Students may use a mask (paper used to cover parts of the test) or place mark to block off an item or keep his/her place on the test.

14. Students may be given a practice test one or two weeks before actual testing. Practice tests will familiarize the student with test taking techniques.

Suggested Guidelines for Administering MBS Tests to Hearing Impaired Students

Many hearing impaired students are able to take the standard MBS tests in a regular setting and do not require adaptations in testing procedures. Others with more severe problems may need many administration modifications.

In addition to the general modifications for all classifications, specific adaptations which may be implemented to accommodate hearing impaired students are described below. These modifications do not have to be used. The test administrator must decide which ones are necessary according to the student's needs.

Modifications for Regular Classroom Setting Administration

The modifications used in this section are appropriate for hearing impaired students, especially those who do not have severe problems and are able to take the test in a regular classroom. Very few adjustments can be made in this setting; therefore, if you feel that a child cannot test with these minimal modifications, the child should be tested in a different setting-either on a one to one basis or with other hearing impaired children who will be tested with similar test administration modifications.

If a hearing impaired student is tested in a regular setting, the following administration modifications are the only ones which may be implemented:

1. The student may read all dictated instructions. Students may have a typed sheet containing all directions read by the administrator. Thus, the student can read directions after or as the administrator dictates them.

2. The child should be seated in a section of the classroom where he/she will not be distracted. The student should be able to see the teacher clearly and concentrate on the test items, without distraction.

3. All hearing devices normally used by the student (hearing aid) should be checked; batteries should be working. The device should not interfere with test taking process.

4. The administrator may signal visually when it is time to stop by flashing lights in the room or giving a hand signal to the child.

Special Setting Modifications for Hearing Impaired Students

A special setting can be a resource room or classroom where the student is tested on a one to one basis or with other hearing impaired children who will be tested using similar test administration modifications. When the hearing impaired student is tested in a special setting, all modifications discussed in previous sections plus the adjustments listed below may be used:

1. All directions read by administrators may be printed on a sheet or placed on a transparency (overhead transparencies will be in large print). In this manner the child can read everything the teacher dictates. The mode of written directions (transparency or printed sheet) should be determined prior to testing.

2. The test administrator should be familiar with students. A teacher or guidance counselor who knows the child or has taught the child should administer the test.

Suggested Guidelines for Administering MBS Tests to Visually Impaired Students

The New Jersey Department of Education in conjunction with Commission for the Blind and Visually Impaired has authorized the enlarging and brailling of the 1978-79 Minimum Basic Skills Tests. These will be used as an equivalent substitute for visually impaired and blind students for this year's 1979-80 test.

Besides the previously discussed modifications for all classified students, the following additional guidelines may be used when testing visually impaired and blind students.

1. When a student cannot see the answer sheet, the student is allowed to handwrite, type or braille his/her answers on a separate sheet of paper or dictate to an amanuensis. (In all cases, when the student does not answer on the computer answer sheet, the administrator will be responsible for entering the student's answers on the answer sheet.)

2. Visually impaired students may use a separate sheet of paper along with a flair pen, magnifying devices, slate and stylus or brailler to communicate or compute problems. (In all cases, when the student does not answer on the computer answer sheet, the administrator will be responsible for entering the student's answers on the answer sheet.)

NOTE: Some items have been omitted from the braille test because they measure visual skills.

Modified Test

A modified test for handicapped students may be available for spring 1981 testing. The modified test will contain the same items as the regular test but will be reformatted to meet the needs of classified students. If the test is available and used, it must be administered in a special setting since directions, time allotments, examples and procedural guidelines will be different from the regular test. All the modifications discussed in previous sections will be included in the modified test.

This modified test, if available for next year's testing program, will be administered only to classified students. All other students will take the standard Minimum Basic Skills Test.

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